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By Helen Halter

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School Activities

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CONTENTS

As the Editor Sees It.....	89
How To Begin a Student Council.....	91
<i>Otwell Rankin</i>	
Solecisms of Forensic Speech.....	93
<i>Edward Palzer</i>	
The Case Against Compulsory Military Training.....	96
<i>Harold E. Gibson</i>	
I Am an American—A Pageant.....	99
<i>Alma V. Boundey and Donald K. Mereen</i>	
Slacks Versus Slicks.....	101
<i>Anna Gault</i>	
Prologue To a Program On Americanism.....	103
<i>Bertha Terry Tillar</i>	
An Elementary School Home Room.....	105
<i>Elnora Taft</i>	
Back to the Farm—Act III.....	107
<i>Merline Shumway</i>	
Photographs in Your Mimeographed Yearbook.....	113
<i>George H. Miller, Jr.</i>	
News Notes and Comments.....	115
Questions from the Floor.....	117
How We Do It.....	120
Something to Do.....	125

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As the Editor Sees It

In many and many a school the lot of the successful sponsor of activities is not a particularly happy one—because she is overloaded. She makes a success out of one activity, and is given another, and another, and another—all on top of a full teaching load. Incidentally, the teacher of English is usually more imposed upon than any other instructor. Complimentary, but unfair and unnecessary.

The moral of this story is not its apparent implication—the way to decrease one's load of activities, or to avoid it altogether, is to make a "bust" of those assigned. Its moral is this: the administration should make a careful survey of activities and teachers' loads and take the findings into consideration when activities are allocated. In nearly all schools this is not done. In nearly all schools such a procedure would not only increase teacher morale, but also improve the activities themselves.

More than ever before, college coaches are "speaking right out." Here's another example: after prophesying the death of intercollegiate football in ten years, a well-known coach states, "The economic structure of the nation will be such (after the war) that no money will be available to pay the athlete as is being done today. . . . Coaches today are just beagle hounds sniffing the bushes seeking athletes who will be given salaries for doing no work. They have snap courses under professors who won't flunk them."

In 1939 the Iowa state legislature enacted a law requiring the annual publication of the state's payroll, a listing of the names and salaries of all persons drawing compensation from the state treasury. The first report, for the fiscal year, 1940-41, has just been published. According to this report, the heads of two educational institutions—the University of Iowa and Iowa State College—together with the head foot-

ball coach at the University, are the highest salaried employees of the state. Each receives \$12,000 a year. The governor and supreme court justices of the state are paid \$7,500.

The other day we listened to an assembly concert by a very fine high school band. And we could not help but notice how happily and enthusiastically the cymbal-crasher "did his stuff." The cymbal is one of the oldest of instruments but it has relatively few musical qualities and is rarely if ever spotlighted in solo; but is essential and this youthful banger knew it. He had learned an excellent lesson—recognizing, accepting, and discharging responsibility joyfully and successfully.

"Priorities," "Essentials for National Defense," and similar limitations will doubtless *help* some of our activities, particularly those which, because of tradition, have developed financially far beyond reason. Over-fancy year-books, lavish party plans and decorations, unreasonably showy and expensive music and athletic equipment and uniforms, to mention a few, will be "handicapped." And they should be.

Registrar E. B. Sackett of the University of New Hampshire, feeling that the usual lecture and conference process of teaching freshmen good study and social habits was ineffective, has promoted the development of a series of appropriate skits which present the same lessons more strikingly. Maybe here's an idea for your program of orientation and assimilation of new students next fall.

Two Thanksgivings this year? Why not? Any one who gives a single thought to the conditions in this country and those in other parts of the world made hideous by human butchers would surely be willing to celebrate three, five, ten, or fifty Thanksgivings.

How to Begin a Student Council

MANY administrators have made the grave mistake of telling their faculty and student body that "beginning September 1, we are going to have a student council, which will take over and supervise many of the functions of the school." As many administrators have found, this type of beginning can come to but one end, failure.

A student council can no more start at an already well developed stage than can any of the innovations of education in any other field. It must start from a very humble beginning and grow as there is need for it. To function successfully, a student council should be instituted only after some definite preliminary steps have been taken.

One of the greatest problems to overcome and one that may kill the council at the beginning, lies in those members of the faculty who believe that it is just a fad, another thing to take up their time, and are completely unsympathetic with the whole idea. Another problem is to get across to the student body in a sincere and effective manner the idea that a student council is something which will benefit them if they will only give it a fair trial. Not everyone connected with the school need fall in line, but if there is not a good majority in sympathy with such a move, the organization is almost certain to fail.

First of all, the initiative for the institution of a council must come from the student body, and students must be made to think it their idea, and not the sole idea of the administration. To do this the administrator must promote the idea, yet stay in the background.

An administrator should not make the mistake of beginning to build this morale by selecting only the smartest and most talented students in the school, but by getting a mixture of the bright and not-so-bright boys and girls for his first student committee. Often a student who is not so bright, once converted, can be a council's best promoter. Once the first committee has been converted, then the administrator can lead the group in the formulation of plans for converting the school. It is quite surprising how much initiative and how many workable ideas these boys and girls will offer, once their enthusiasm has been aroused.

Much benefit has been gained by taking such a committee of boys and girls, and even some who are not on the committee, to visit schools who have well developed councils, not only taking them through the building at a time when some of the benefits of the

OTWELL RANKIN
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council can be seen but also letting them listen in on a regular council meeting. Many times this too, is the best way of converting teachers who are a bit skeptical of its value.

A great deal can be accomplished in the early stages of a student council by advertising. It is surprising how great an effect posters around the building will have upon the boys and girls, especially if catchy phrases stating some of the values of the council are given. Visitors from schools having councils, and giving their experience with a council and what it means to their school can also be a great inspiration to a student body. The "follow-the-leader" policy is still good, too. A talk by one or more of the leaders in school will aid greatly in building the desired morale.

Skits at auditorium programs with pupils taking the speaking parts and bringing out various beneficial phases of the council, are also helpful. One of the most effective skits to be tried is one with two or three pupils speaking and wondering if enough of the other boys and girls want the council to justify them in going to see the principal and getting his permission to try the council. These same pupils may come back another time with a skit to the effect that the principal has given his permission, if enough boys and girls want a council. Then the question can be submitted to them.

One of the greatest reasons why some faculty members are opposed to a student council is that they do not know exactly what a council is and how it works. This ignorance can be greatly overcome by obtaining books from the public library or by getting literature from other available sources. Most libraries will permit a borrower to take ten books for a period of two weeks, with a renewal period of two weeks. Faculty meetings can be used to an advantage by having teachers report on a book concerning the phase of student participation which they chose at a previous meeting. Open forum meetings are also very helpful in enlightening the teachers as to what a student council is and what it can mean to them and to the school. Most faculty members are converted rather easily, once they see that a properly functioning council would be of benefit to all concerned.

All this is merely to develop the proper

morale for the institution of a council. It cannot be done in any short period of time. It may take as long as a whole year, certainly as long as one semester.

Another big mistake often made is that the sponsor or person in charge does all the planning and then tells the boys and girls what part they are to play. Pupils in this situation feel that they are just "stooges" of the faculty and that they have no part whatsoever in the planning and growth of the organization, a condition that is sure to kill the council in its infancy.

Those in charge of student council organization should have a clear mental picture of the tasks ahead and the goal they are striving for, then make definite steps and plans to achieve that goal. Floundering and wondering what to do will attain no end. Once a council is off on the right foot it is much faster in growth than if some backtracking has to be done.

Room 214 Acquires a Flag

LOUIS GOLDMAN
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INSINUATIONS have been indirectly aimed at city high school pupils for their lack of initiative in community activities. Even the Saturday Evening Post published an article recently by Farnsworth Crowder publicizing and extolling the virtues of the pupils of the small country schools. Given the numerous opportunities these small-town girls and boys had, because of the lack of funds, our large-city high school pupils would not only demonstrate their fitness for communal living, but would probably be better able to cope with the problems confronting them.

To illustrate and attempt to prove this assertion, a highly-satisfactory example is cited. Recently five English classes in our school decided to band together to purchase an American flag for Room 214, where they meet daily. This in itself is not such a Herculean task, but the method of approach is interesting, since it points out the resourcefulness of these boys and girls, if given half a chance.

First, each class elected two representatives. These were authorized to formulate a program which would be fitting for a flag presentation. Then the members of these classes contributed one cent each for three days. The amount raised was sufficient to purchase a fine woolen flag trimmed with gold fringe, a flag staff and holder, and a brass eagle to top the staff. This was all accomplished by the committee

without any interference from the teacher. Having acquired the flag and its accouterments, the committee proceeded to arrange a program.

After a conference in which the classes participated, one member suggested that she could have invitations and programs printed free of charge, providing she received the completed copy. Who was to be invited? What was to be the program?

Following discussion, it was decided to ask the cooperation of several departments to produce a program that would be the talk of the school population. Of course, it was decided to invite the principal, to whom the flag would be presented. In addition, the following were invited: the chairman of the English department to lead the group in the recitation of the American Creed; the chairman of the Hygiene department, who served in the World War I, as a captain, to lead the group in pledging allegiance to the Flag; the head of the school orchestra, who brought his buglers to render "Call to the Colors"; the chairman of the music department, who would lead the group in the singing of the "Star Spangled Banner", "God Bless America", and the school "Alma Mater."

The invitations and programs were printed, and on the day after Armistice Day the presentation took place. With appropriate biographical remarks each member of the faculty was formally introduced by a student. The result can be best expressed in the words of the chairman of the history department, who, when called upon to make a few extemporaneous remarks about the performance, said, "I'm left speechless, and that is strange for me, at what I have seen here this afternoon. It is a remarkable performance."

With all due respect to our country cousins who are performing miracles in their one and two-room schoolhouses, it is still believed that, given something to do that will stimulate their potential energies and yearnings, our "citified" boys and girls in our large high schools would willingly assume their obligations as self-confident, cooperative individuals who would solve their difficulties in the good, old-fashioned American way, the way that leads to improved democracy and preserves it.

"What further provisions should we make for lifting the cultural level of America? The material poverty of great masses of our people is exceeded only by the spiritual starvation they suffer for lack of good music, fine art, beauty, color, and inspiration. Whether culture in its highest sense is to be the possession of the many depends upon whether our fine arts education plans accompany our economic improvement plans."—Dr. J. W. Studebaker, Commissioner of Education.

Solecisms of Forensic Speech

BY DEFINITION, a *solecism* is a breach of the rules of syntax, an impropriety, or absurdity. As applied to forensic speech, it is concerned with the little manners and mannerisms which might bar an otherwise effective performance. But the "syntax" of the debate platform is concerned with more than the externals: for, whether a debater is social or asocial, adaptive or non-adaptive, alert or preoccupied, direct or artificial is determined also by his mental attitude.

Attitude and behavior are, of course, convertible, and also reciprocal in their effect. Fundamentally involved are these: *speaker-audience*, *speaker-opposition*, and *speaker-colleague*.

I

The *speaker-audience* relationship is foremost in our attention. The average high school debater probably becomes too engrossed with his materials, the tools of debate. So preoccupied is he with facts, figures, and percentages that he presently is oblivious to his audience. Collecting notes, classifying papers, engaging in all manner of distracting occupation—these become an obsession with him. Instead of a means to an end, they become an end in themselves. Instead of a help, his materials become a labyrinth of relevant and irrelevant data to be waded through. The table itself is loaded with books, periodicals, and pamphlets. Innumerable other pieces are to be found on the floor, and, as the contest gets under way, he must dip down again and again in search for more data. Occasionally even the head disappears, only a migratory tuft of hair remaining visible above the top of the table.



The whole performance is a type of rear-guard defense action.

It is said that men in the stone age were similarly disposed to isolate themselves behind a stray bush as adversaries expounded the wrongness of the other side.

This preoccupation with materials becomes even more apparent as the speaker takes the stand himself. Papers and cards are loaded upon the rostrum. A paternal or maternal coach out in the audience peers forward with an anxious eye: "What if George should read the wrong card! What if he's mixed the affirmative cards with the negative ones! Little George never could be depended upon!" Many

EDWARD PALZER

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a debater clings so tenaciously to his rebuttal cards that frustration accompanies the misplacement of any one of them, and, when papers begin gliding off the rostrum, disaster ensues.

Often a student begins speaking before the audience is psychologically "ready" for him. If then he proceeds to "read off" one card after another, he has ignored his audience. The effect is a phonographic style of debate which adds nothing to the enlightenment of the audience or profit to the student. The debater assumes that the audience is as orientated to the topic being debated as he himself presumably is. Occasionally an ambitious squad goes so far as to wheel out charts and maps. These, however, are usually checkered with statistics which would require several hours to comprehend. No audience likes to feel that it is being duped, or railroaded into a conclusion or opinion.



Occasionally a student gives the impression of "fighting windmills" as did Don Quixote. His entire manner seems to be one of quarrelsomeness rather than of conciliation and discussion. This statement should be qualified, however. The debater should be eager and alert, but not quarrelsome.

Small attitudes, seemingly trivial in themselves, may combine to lend a certain undesirable impression. Consider, for example, the student who is definitely pained with his own speech-making. What might we suggest to him? Mr. Buehler would say: "Assume the attitude of enjoying the speech. Public speaking is often a matter of psychology, and psychology notoriously runs in vicious circles. If you look uncomfortable and ill at ease when you arise, the best audience in the world can not remain comfortable or easy for long. On the other hand, if you—no matter how you feel—get up and apparently enjoy the occasion, the audience, and the fact that you are making a speech, your listeners will begin to enjoy these things with you."



And the fact that the audience enjoys the occasion will give you a genuine thrill."¹

Quarrelsomeness is likewise contagious. Yet, attitude, good or bad, is definitely within the realm of technique, control, and instruction. However, technique in itself is insufficient, unless it includes a wholesome spirit of communicativeness. Facts and ideas do not exist absolutely in a vacuum—they never will so exist so long as human beings are possessed of human interests and human feelings. Thought is sub-vocal speech, and speech is thought; but it is more, because total speech involves the whole person. Thus the entrance of the debater to the audience presents an all-inclusive view. He is under observation every moment he is on the platform. He can not expect that the audience will observe him only during the few minutes when he is actually delivering his talk. The speaker who shuffles rebuttal cards at the table is not interested in what is being said. He is concerned more with playing at a bit of solitaire. The speaker who constantly fidgets soon passes that restlessness on to the audience. The members of that audience are all too easily diverted from the sensory channel engaged at the moment (i.e. auditory) to one which is unoccupied (visual). Competing stimuli disengage their attention completely, and soon it becomes a contest of speech vs. bobbing heads, or sound vs. a red dress, or abstract ideas vs. the rather naive sensation of watching a student gulping down a glass of water.

Mannerisms catch attention quickly: leaning, slouching, rocking back and forth with the toe part of the shoe protruding over the edge of the stage. Sometimes a debater adds to these accomplishments by hanging over the rostrum, drooped like a water lily. These and many more mannerisms determine an individual's pattern or configuration. The audience is quick to observe such patterns of behavior, and unconsciously establishes its own "mental sets" with regard to that person. All persuasion aims at securing a response from the listener. Gray points especially to this tendency of the audience to imitate actions of the speaker. The audience depends during each moment upon the stimuli which it receives and also upon the reaction of the speaker to his own stimuli.² The grosser speech skills, speech attitudes, poise, emotional control, spontaneity, responsiveness, directness, all are closely tied up with the physical aspects of platform behavior and in turn are influenced by them.

As Ward G. Henderson once hinted, "It is a wise debater who knows the value and the importance of the *impression he creates, over and above the arguments he advances*. There are two extremes; the surly, antagonistic individual and the affected, too, too sweet

individual. Strive to be sincere, natural, pleasant, yet aggressive. Debate is, after all, mental football."³

Regarding the excessive use of cards and papers on the rostrum, Hollingworth established rather conclusively the advantage of free delivery (without notes, papers or cards) over manuscript delivery. In fact he considers it to be at least one-third more effective.⁴ Yet debaters go on hiding behind the rostrum, behind papers and materials. One student used to tear up each card as he used it. Every card was so removed. In this way, certain "points" were covered, the pieces being stuffed into a pocket. No one in that audience could doubt but what those particular points had been thoroughly "disposed of." To such an annoyance some debaters add the habit of shuffling and reshuffling rebuttal cards.

II

What affects the audience also has its influence on the opposition. If the speaker appears disconcerted, the opposition is quick to sense that, and concludes that the point under consideration must have had some merit, judging by its effect. The audience is similarly impressed. The attitudes and reactions of contesting speakers to each other are apparent to all. The audience is especially conscious of evidences of poor sportsmanship and uncongenial attitudes. Once there was a team which was so conceited that the audience rejoiced when the decision went to the other side. It is said that the exact proposition of that debate has long since been forgotten, "but not the colossal conceit of those boys."⁵

Along the same vein might be mentioned the lack of interest shown in the speech of an opponent. Debaters slump down into chairs, effecting an attitude of disinterestedness. The audience rightly asks, "If he thinks that little of question under consideration, it can't be of much importance." And the effect upon the opposition is even worse. Probably the fact that some forensic contests are merely transcription programs, records having been duly supplied by the coaches may have something to do with such an apathetic attitude. It is apparently a matter of playing one record after another, the best transcriptions winning the day. After a few contests, they



¹Outline of Suggestions for Teachers of Speech, p. 18, University of Kansas Press

²Judson-Rodden, Fundamentals of the Speaker-Audience Relationship, Q. J. S., Vol. XX, No. 3, p. 354

³Debate Manners, Platform News, Vol. V, No. 5, p. 6

⁴Psychology of the Audience

⁵Immel and Whipple, Debating For High Schools, p. 102

are truly the same records "worn thin." Thoroughly bored with the proceedings, debaters yawn at each other's speeches because they have nothing else to do. Most of the "points" have been anticipated anyway, canned speeches being in full readiness for all eventualities. Consequently, since the coach did say something about the importance of good grooming. If things get too boring, they can always spy an old chum out in the audience, and surely he deserves a little recognition in the form of a signal or wink.

Another practice which involves speaker-opposition is very annoying to the audience. It is the habit of addressing remarks in quasi-private manner to the opposition instead of directly to the audience. This practice usually alternates between a challenge, audibly given with considerable flourish, and then a quiet side chat with the opposition. The speaker turns his head away from the audience, relaxes, and sometimes removes his glasses, or unbuttons his coat. At first he may strut noisily over to the table of the opposition, and deposit bits of evidence, such as a certain pamphlet "which they should read for themselves," or certain questions which "simply must be answered" before anyone may even think of going home, or a certain reference which "must be explained and accounted for." And out in the audience—brows furrow. Presently a complicated plan or outline is presented to the opposition: The audience leans forward. All is silent. "Surely they're going to let us in on this," buzzes through the crowd. But no, it is to be a silent battle from now on, an affair strictly *entre nous*.

Then authorities are "quoted." Presently they are "unquoted." It must give them, un-present though they be, a bewildering sense of futility to be "unquoted," a strange feeling indeed.

III

Speaker and colleague also have a certain relationship. Poor teamwork is a source of annoyance to the audience, and a source of comfort to the opposition. There are many small exchanges between debaters on the same team, which are apparent to all present. If these are smoothly handled, no one is disturbed. Even so small a detail as the arrangement of notes on the table should be taken care of before the contest begins, so that valuable moments in the actual debate are not taken up with bookkeeping.

The attitude of colleagues toward one another is also significant. Poor teamwork, and hasty planning are quickly reflected in these

attitudes. We recall a pair of students who were slightly at odds with each other. Sometimes audiences in the front rows are treated to a bit of fancy toe-work under the tables. All of us remember debaters who were apparently dissatisfied with the performance of their colleagues, and who left no doubt about their attitudes upon the conclusion of the speech. Such "pep talks" may be apropos in athletic contests, but they are out of place at the debate table.

Likewise out of place is the practice of "going into a huddle" every time a perplexing argument comes up. "Two heads are better than one" they think, and so into a huddle they go. But while this is going on, the speaker keeps right on talking. He does not take "time out."

As a consequence, many important arguments are not even heard by the team by this time in "deep huddle." These students might have written all they had to say on small pads of paper. Then new problems could be taken care of at an opportune time when at least one debater would be listening to the opposing case.

In conclusion, the debater should be mindful of his audience, his opposition, and his colleague, not only for any possible bearing upon that particular contest, but upon the formative aspect of his attitudes upon his own personal makeup. These relationships have a direct bearing upon the personal traits we usually expect to see developed as the result of debate training: self control, sportsmanship, judgment, cooperation, confidence, assurance, tact, straightforwardness, and leadership.⁶ With Helen Kaltenborn, we want our debaters to develop into something better than "dominant, aggressive bigots who will dictate, argue, and assert rather than think, cooperate, and integrate their social relationships." Eliminating the solecisms of forensic speech will be a step in that direction.

⁶J. Edward Mayer, *Personality Development Through Debating*, Q. J. S., Vol. XXII, No. 4, p. 607-611

⁷Case Studies In The Forensic Program, Q. J. S., Vol. XXII, No. 1, p. 118

"Happiness is that abiding contentment that comes from a complete and abundant life, even though such a life includes, as all lives must, both success and failure, prosperity and adversity, sunshine and shadow, cradle songs and funeral hymns. To be happy we must know the realities of life, whatever they may be."—From *The Purposes of Education in American Democracy*.

The Case Against Compulsory Military Training

RESOLVED: That every able-bodied male in the United States should be required to have one year of full-time military training before attaining the present draft age.

When the negative debater starts his preparation of this year's debate topic, there is a great likelihood that he will assume the attitude that all of the proof and evidence is on the affirmative side of the question. He will glance through the numerous magazine articles upon the problem of national defense and he will see leader after leader proposing a more strenuous system of military training than we have today or than we have ever had. He will see statements by the Commander of our military forces demanding an extension of the present system of military training for a longer period of time and will witness the stand of the American Legion, which again demands a system of universal military conscription. Leaders of the Legion will point out how they have consistently proposed such a plan since 1920, and they will rationalize that if the proposal which they made in 1920 had been adopted we would not have the mess with regard to military preparedness that exists today. If the negative debater is willing to do nothing more than to simply read the current literature and does not go deeper into the situation and really study this question, he may always retain his initial belief that all proof lies with the affirmative.

In this debate it is not enough for the negative to read merely the literature that is being produced during this period of war hysteria. The negative must study the problem and determine the long-time effects of the affirmative policy. It is also not enough for the negative to admit that if we had adopted a system of Universal Military Conscription in 1920 we would not be in our present state of unpreparedness. It may follow that we would not be unprepared today if we had adopted compulsory military training in 1920, but it may also be a fact that we might not have a democracy in this country if such an action had been taken in 1920. This is one of the strong points of the negative. The negative team must remember that in the only great nations where democracy was still really effective in 1938 universal military conscription had not been an established system. They must also remember that universal military training has been

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MacMurray College, Jacksonville, Illinois

the tool of the dictator. When they think of "compulsory military training" as a cure all for our ills of national unpreparedness, they must also consider that the cure for our ills may be more disastrous than the actual ill.

The first step that should be taken by the debater who is defending the negative side of this topic is to make a careful and critical analysis of the debate question. He should find out just what are the points of strength and of weakness for the negative side in arguing against a system of compulsory military training. Probably the most effective method of analyzing the negative side of the debate question is to propose, and then answer, a series of questions with regard to this particular topic.

One of the first questions that comes to the mind of the negative debater is, "Do I have to propose and defend some plan other than compulsory military training?" The answer obviously is that the negative debater does not have to propose and defend any plan. All that the negative must do is show that the affirmative proposal should not be adopted. This fact, however, does not mean that the negative cannot propose and defend a plan. The negative has two methods of establishing its case. One is by attacking the proposal of the affirmative and showing exactly why it would not be wise to adopt such a system. The second method of attack is to admit a need for some change from the present system and then to propose a remedy that is different from the plan of the affirmative. Keeping in mind these two alternatives, the negative debater is ready to start his critical analysis.

Another question that comes to mind early in the season is "Can some system be devised that will provide universal military service in the high schools of the nation?" The negative should give this question much consideration because the affirmative may attempt to propose some system that will be combined with high school work. The negative should study the terms of the question which call for "one year of full-time military training." If the affirmative attempt to uphold such a proposal, the negative should force them to show how a boy can get "one year of full-

time military training" and at the same time be attending high school. Any attempt to propose such a system on the part of the affirmative is an attempt to evade the real spirit of this question.

The negative debater will also be confronted with the question of "How does the affirmative proposal differ from the existing system of military training?" There is an important difference that should be understood by every negative debater, since there may be an attempt upon the part of affirmative debaters to claim that they are merely extending the existing system of military training. The essential ways in which the affirmative proposal differs from the existing system are as follows: (1) The present plan is temporary and will become ineffective in 1945 unless reenacted by law; (2) The present law affects men from the age of 21 to 35 (later it was reduced to the ages of 21 to 28); (3) The present act has been taken as an emergency measure and not as a permanent policy; and (4) The present law does not set up a large military bureaucracy that will continue indefinitely.

WEAKNESS IN AFFIRMATIVE CASE

An important part of this critical analysis of the case by the negative debaters is to determine the points of weakness in the affirmative case. When a weakness is discovered in the case of the opponents, no amount of effort should be spared in preparing an attack upon that weakness. Some of the weaker points on the affirmative side are:

The adoption of a plan of compulsory military training will create a vast military machine in this country, which may lead to a dictatorship. We have ample proof of the tendency toward dictatorship in nations where universal military training is the rule—in such nations as Italy, Germany, Russia and Japan. These large nations are all dictatorships, and they have the very plan that the affirmative is proposing.

Compulsory Military Training between the ages of 18 and 21 is physically, educationally and morally bad for boys. In the field of physical education we have many leading experts who say that boys between the ages of 18 and 21 are not physically mature enough to take strenuous military drill. In the educational field many boys will never get to college that would otherwise go, because of the one year break between high school and college that will be created by the compulsory training feature. The moral effect of camp life, with its many distractions and evil influences, will have a marked effect upon the morals of youth. Many boys who go to camp with high moral standards will return to their communities with a completely different moral outlook.

The very fact that the affirmative are re-

quired, by the wording of the question to defend compulsory military training between the ages of 18 and 21 presents one of the major weaknesses of the affirmative case. They might be able to establish a case for a system of compulsory military training for all citizens, but when the question limits that training to the ages between 18 and 21 the burden of proof is greatly increased. They must not only prove that we should have compulsory military training, but they must also prove that this training should be given at the early age between 18 and 21.

The present craze for compulsory military training is merely due to war hysteria and should not be adopted without much consideration over a long period of time. We have had many examples of this war hysteria in the past. During the last war many colleges eliminated German from their curriculum because of the war hysteria. Today, after more mature consideration, German has been restored to the curriculum of these same colleges. This may be the case again. In our grasping at straws we may be adopting something that we will not want in the future. Would it not be better to continue the present emergency system of compulsory military training until the emergency is over, and then consider the system of compulsory military training in a calmer, more deliberate, manner?

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

The Dilemma. The dilemma is a method of strategy used in debate for the purpose of placing before your opponents two alternatives in answering a question that you have directed to him. In order to use the dilemma effectively the debater asks his opponent a question that may be answered in one of two ways. The strategy is to ask the question in such a manner that either answer made by your opponent will be detrimental to his case. If properly used, the dilemma is one of the most effective bits of strategy known to the debater.

A sample negative dilemma is given below.

Question: Is it the opinion of the affirmative team that the establishment of a relatively small army of highly trained and mechanized troops secured on a voluntary basis will adequately protect America?

If they answer yes: The members of the affirmative team are willing to admit that America could be defended by the establishment of a small army that is highly mechanized and trained. If we are able to defend our country without building up a gigantic mass army with all of the cost entailed in establishing such an inefficient system of national defense, there is no reason for establishing the plan of the affirmative.

The stand of the affirmative, therefore, is

simply this. They are willing to admit that the defenses of the United States would be strong enough to give the country full protection if we would develop a relatively small but highly mechanized army. We fail to see any advantage in the establishment of a giant mass army if this is the case with regard to an adequate national defense.

There are many disadvantages that can be pointed out against the establishment of a mass army. Among these disadvantages are such items as the destruction of France by a mechanized army consisting of not more than 150,000 men. It is true that a large mass army followed the German Panzer divisions, but the real destruction was accomplished by the mobile units. Another disadvantage of the affirmative proposal is the great cost of training and equipping such an army. If the same amount of money was spent on a machine army the country would receive greater protection. In view of the many disadvantages that will come with the adoption of the affirmative plan, the negative debaters feel that the United States would be wiser to avoid compulsory military training and build up our army with highly mechanized units.

If they answer no: The members of the affirmative team are of the opinion that there is no real basis for the belief that the United States can provide an adequate national defense without the establishment of a mass army. They are convinced that the protection of the United States lies in training an army of between 5 and 6 million men who will be equipped in much the same manner of the first World War. Evidently they have not learned any of the lessons taught by the fall of France when the highly mechanized army of Germany, which consisted of no more than 150,000 men, defeated the mass army of France with its five million men. It must be remembered that this defeat of France is probably the best test that we could have of the effectiveness of the old method of fighting as compared to modern blitz methods. It is also a fine basis for comparison, since the army of France, at the beginning of the present war, was considered to be the finest army in the world. With these facts before us, we can see that in the final test of battle the old military conception of a mass army has been tried and found wanting. In this same test the newer techniques of an army that is highly mobilized and easily shifted from one battle front to another is more effective than a gigantic mass of men who are not equipped to meet the lightning attacks of the mechanized army.

In view of the lessons that we have learned from the successes of the German army in Poland, Norway, France, and the Balkans, we may well wonder how the affirmative

team can still advocate the establishment of an army based upon the mass principles that have failed so miserably in actual battle. If we are to learn anything from this defeat of the French army, we should at least begin to question the advisability of training an army along the very same principles that have been proved to be highly inadequate in modern warfare.

Editor's note: Harold E. Gibson's third article on the current high school debate question will appear in the December number of *School Activities*.

Reminders for a Student Council at Work

W. W. NORRIS

*Student Council Adviser
McAlester High School
McAlester, Oklahoma*

ONE OF the major reasons for having a student council is to develop school morale. By means of a student council, students are taught how to govern themselves so that when they step from their schooldays into maturity they will be prepared to join their life's social organizations.

A good student council conducts itself just as a law making body. By use of parliamentary law in a council, it is possible to handle a maximum number of problems in the short time of a meeting. Lost motion and useless discussion of minor points are predominate in many of our student councils. An alert council will pass all minor issues on to committee work, while the council itself takes up more important things.

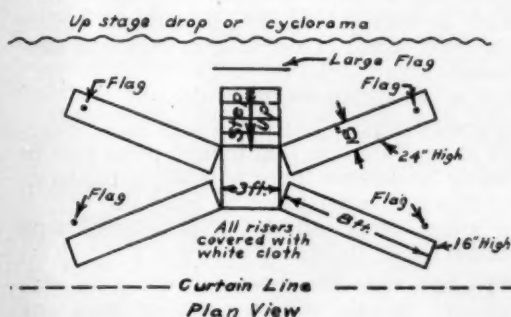
In order to have an efficient, up-to-date student council, alert, and sincere officers must be elected. A student council president can make or break a council. If he is a go-getter, his council members will be active. Alert officers influence all members so that the result is an alert student council.

A good member is progressive and always works for the interests of his school. At all times a member should keep his classmates informed as to the work of the council. In this manner students outside the student council will become interested in council work and will cooperate fully. Through cooperation the whole school organization will become active and remain wide awake.

Through the student council, the student body may present and discuss its many problems in an orderly fashion. Full cooperation between students and teachers through the student council make school most enjoyable and profitable.

I Am an American —A Pageant

AS THE curtain rises, five students dressed in white, form a tableau within an arrangement of five flags. The central figure, a girl wearing a bandeau of national colors about her head, is dressed in a long white satin robe. The other four, each of whom represents a point of the compass, stand below her at the sides and in front. These students—two boys and two girls—are also dressed in white—the boys in white coats and trousers, the girls in white blouses and skirts.



After a moment is allowed for the tableau to have its effect, the speakers begin and speak as indicated by the directions which follow:

FOREWORD

First Speaker—Central Figure

In these dark days, when the nations of the world are shattered by war and internal strife—and civilization itself seems to be on the brink of destruction—it is only natural that each of us should be looking for something strong and honest and enduring in which he can believe—something which neither greed nor politics nor wars or rumors of war can shake from its deep-rooted foundation.

In thinking of these things, a contemplation of America and her ideals and abiding principles should serve to fortify our minds and uplift our hearts:

WE ARE PROUD

We should be filled with courage and determination.

We should be filled with pride.

Not the vain pride of possession, but the greater pride of accomplishment.

For in these United States there are great doings and great accomplishments, and there are mighty reservoirs of courage and determination. Let us look at them:

SECOND SPEAKER—facing east—walking from centre to flag at end of raiser.)

ALMA V. BOUNDEY and

DONALD K. MEREEN

Washington High School,
Milwaukee, Wisconsin

I stand on a high place and I say this is America.

I say, this is MY America and I turn my face to the East,

And I see many peoples.

I see a mixture of peoples in great cities,
And I see a vast network of transportation facilities knitting these cities.

Twin ribbons of steel, innumerable bands of concrete, giant birds of commerce with their fierce wingspread of shellacked metal gleaming against the Eastern blue.

I see the frothy wakes of coastwise shipping;
The smudge of oil and coal smoke against the horizon;

Hear distant hum of turbines; the faint reverberation of whistles.

And all these are but part of the network linking this city with that city and these peoples with those peoples.

Strangers to one another and yet not strangers, but each a citizen of this commonwealth, and each with the deep and unutterable desire to make America a living, human force for the greater good of her citizens, and the never-ending envy of her neighbors.

And to the East I see industry and the halls of science and learning and the higher expression of the arts.

And my heart swells with pride, for there in the East is much of doing and accomplishment.

I am proud, for this same East is part of America, and I, too, am a part of America.

THIRD SPEAKER—(facing south—walking from centre to flag at end of raiser.)

And I turn my face to the South.

I turn my face South to the beauty of the magnolia trees and the scent of honeysuckle and the soft rhythmic lullaby of a negro woman.

I turn my face to the gospel shouting and the sweating bodies and the chanting voices of the field hands.

I see cotton in the field and cotton in the bale.

I see tobacco in the field and tobacco in the cask.

And there are the piney woods and the river boats on the Mississippi and the lusciousness of a Georgia peach and that certain blue of Kentucky blue grass.

And I turn my face to the cabin where Lincoln was reared, and the estate where Washington was.

I see the oil and rice fields of Louisiana and the vast expanse of Texas, and I feel rising emotion in my throat.

And I am proud, for this same South is a part of America and I, too, am a part of America.

FOURTH SPEAKER—(facing north—walking from centre to flag at the end of raiser.)

And from my pinnacle, I turn my face North. I turn my face to the North, and there are lakes and forests and green rolling farms and a labyrinth of mines,

And all the natural wealth to keep a dozen great nations are here.

Barley and rye and flax and oats and corn and wheat and clover;

Rich beds of iron ore and salt mines and silver mines and copper and coal.

And I see butter fat and good wheat flour and milk and cream and fresh-killed meat.

And I smell the violets of Wisconsin and the wild prairie rose of North Dakota and the apple blossoms of Michigan.

And I am proud, for this same North is a part of America, and I, too, am a part of America.

FIFTH SPEAKER—(facing west—walking from centre to flag at the end of raiser.)

And finally I turned to the West.

I turn to the West and I see Washington.

I see the hunter's green of her forests and the icy blue of her lakes.

And I see the rivers and valleys of Oregon and thousands of cattle and millions of sheep and a gray coyote whipping across the eastern bad lands.

And frantic horses and men showing gray and sweaty in the coral dust.

And in the West I see California.

I see the redwoods of California and I see a coast line washed by the Pacific and I see the grim beauty of Death Valley, burned by the sun and gleaming with the salt of a long forgotten sea, and orange blossoms and bougainvillea and the sky filled with test pilots and the highways filled with the rush of engines, and the beaches and the deserts teeming with visitors of every color, creed, and ideology.

And I see Nevada.

I see Reno, the biggest little city in the world, and I see Carson City.

And there is Montana, smudged with smoke and tinted by her copper mines, and Utah and the painted desert of Arizona and the clean, dry air of New Mexico.

And I look at the West so full of people and places and things and strangeness and beauty.

And I am proud, for this same West is a part of America, and I, too, am a part of America.

FIRST SPEAKER—And with deep conviction and great dignity and no hysteria, we consider what must be done.

SECOND SPEAKER—For there is much to do.

Much to be done which needs doing quickly, earnestly, passionately.

But without hysteria.

Above all, without hysteria.

THIRD SPEAKER—If there is anyone among us who is not of us, talk to him and persuade him.

That is one thing we must do.

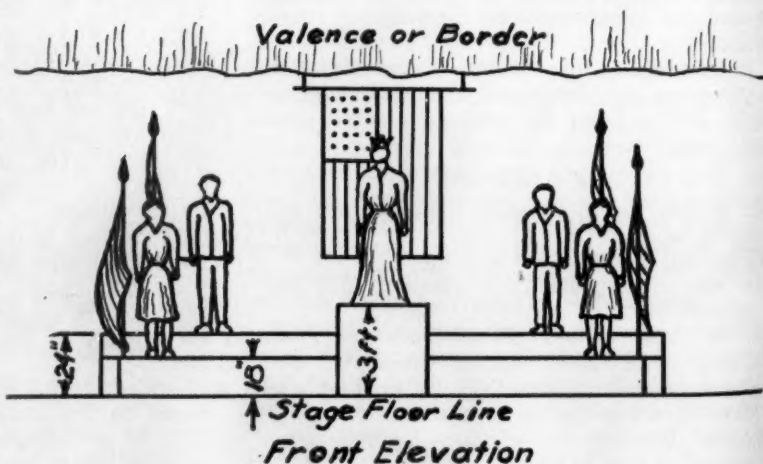
FOURTH SPEAKER—Unite and knit more closely all traditions so that though there may be many traditions, there will be no factions. And this is another thing we must do.

We must accept our duties as citizens with better grace than ever before.

FIFTH SPEAKER—We must poll our vote with greater thought and rear out children with diligence, so they will be more intelligent citizens. We must not turn our backs on our neighbor's distress or close our eyes to chicanery among those whom we have clothed with the dignity of public office.

SPEAKERS IN UNISON—For we must be a united force, with courage, with dignity, with humility, but with the wrath of a vengeful heaven for anyone within or without our borders who would tamper for one instant with our fine heritage.

(Continued on page 119)



Slacks Versus Slicks —A Play

Scene: Committee Room in Toonerville High School. Miss Carol Edson, faculty sponsor on the Newspaper "Toonerville Tabloid", Mr. Gordon Rees, principal of the High School, seated at a work table.

These two have a "dummy" of the Tabloid. Some of it is pasted up, with cuts, printed matter, and ads; but there are a number of rather large blank spaces, where the ads should be.

CAROL: If we can sell all these ad spaces for display ads, and the two dozen small card-size ads our budget calls for, the first issue of the Tabloid will have earned its own way, and won't cost the school anything extra.

GORDON R.: You have done a good job in getting the whole staff to work on selling ads. It is good experience in meeting the business men of our town.

CAROL: Some of the students will do better than others, naturally. But it is fair for all of them to try their salesmanship.

GORDON R.: (looking at his watch.) It's about time they began coming in with their alibis, their hard luck stories, and their contracts!

(Tramping outside. In comes Hasty Hortense, just fairly flying, only her top button fastened, her hair wild looking, and her pocket book wide open with papers, powder puff, bridge score, and a jillion other things falling out as she comes in. She talks out of breath.)

HORTENSES Well, I got one ad. Didn't have time to get his copy, but told him I'd come right back after it. There were two other guys I was supposed to see, but they were out, and I just tore over here to report. (She keeps picking up her stuff, and jamming it into her overstuffed purse.)

CAROL: I'm glad you got one ad for sure. Did you give him any preferred space?

HORTENSE: Gee, I forgot to ask him where he wanted to be. I'll dash back and find out. (Rushes off.)

(The two teachers exchange glances, and Gordon shakes his head doubtfully.)

GORDON: I'd like to give Hortense a copy of the book, "How to Live on 24 Hours a Day". Maybe she'd slow up enough to look around and see what kind of a world this is.

CAROL: We had the old adage "Haste Makes Waste" on the Bulletin Board in my room for a week; but Hasty Hortense never had time to stop and read it! (Noise outside. In come Faddy Fred and Swanky Suzanne. He has one slack leg rolled up, one down; the dirtiest

ANNA GALT

1210 W. 6th, Topeka, Kansas

leather jacket in town; and his hair is actually marcelled into waves, and drenched in hair dressing—looking very artificial. Suzanne has too much make-up, and her hat is way down over one eye—nails extreme in blood-red polish.)

CAROL: Well, what luck?

SUZANNE: Rotten!

FRED: Terrible!

GORDON R.: How did you find the merchants down on Main Street?

SUZANNE: They didn't seem to care a thing about the school or the Tabloid. I showed the hardware dealer that ad copy we made up for him, and he asked me how many inches he was expected to take, and how much it would be. I started looking in my purse for the rate card, and couldn't find it. Then he said, "No wonder! If you'd wear your hat on your head, instead of over your eye, you might have better luck seeing things! Don't count me in for any ads now."

FRED: I had foul luck, too. I was calling on a dry cleaning place for an ad, and he took one look at my jacket, and said he might swap me a dry clean job for an ad, but otherwise couldn't be interested!

CAROL: What about the other men you interviewed?

SUZANNE: Well, I did get an ad from my druggist, where I buy all my polish and lipstick and junk. I told him I'd change my place to trade unless he'd take space in the Tabloid. He said I was his best make-up customer, so he 'sposed he'd have to sign on the dotted line!

(Meantime she has taken out her make-up kit, and restored her lipstick as she talked.)

GORDON R.: (with a wry smile at Fred's turned-up slack leg) Didn't any of them comment on your slacks?

FRED: Oh yeah. One fresh guy asked me where the creek was—he hadn't been wading since he was a kid, and wouldn't mind to go once more! Seemed 'sif they spent more time worrying about Suzanne's and my appearance than they did about the Toonerville Tabloid!

(Noise outside. Tumbling Tom comes in, stumbling over his shoe lace, and almost falling down. His hair is in his eyes, his nails have collected plenty of real estate, and there is sort of an unwashed air about him. His shoes haven't been re-heeled or shined for ages. He dashes his hair out of his eyes, and

fishes around in several pockets, pulling out string, apple cores, a top, and some marbles, and finally producing two small ads, triumphantly.)

TOM: I sold one of these to the shine boy at the Hotel Barber Shop. He said if all the kids only knew it, a good shine would make them get better grades. You don't 'spose that's so, do you, Miss Edson?

CAROL: Well, we teachers are just human, you know. We think if you take pains with your shoes and hair and nails, you'll probably be just as careful with your lessons, and later on, in your own business.

TOM: *(Shoving his hair back again.)* Th' other ad's from the barber. He said a few fellows up here at school keep their hair trimmed up and neat, but that some of us ought to pay dog tax! *(He turns impulsively to Principal Gordon Rees.)* Prof, has it always been easy for you to keep clean?

GORDON R.: Well, it wasn't *natural*. I remember my mother had an awful battle with me, and the battle ground was mostly my ears! But one day I fell in love with another twelve-year-old, and after that, I did my own scrubbing! It's a great thing, falling in love, Tom.

(Tom looks embarrassed—but grins cheerfully.)

TOM: Must be, Prof. I wouldn't know!

Big noise is heard, and in comes Hortense, walking slowly with a visible effort. Everybody is amazed, being used to seeing her dashing around.)

FRED: Whazza matter, Kid? Sick?

HORTENSE: I just had the biggest jolt!

ALL: What was that? How come? Tell us about it—*(various comments).*

HORTENSE: Mr. Harkness, the man at the theater, told me if I'd actually sit down and not get up, and not talk, for five minutes, he'd take a quarter-page in the *Tabloid*.

ALL: And did you?

HORTENSE: *(amazed at herself)* Yes, I actually did. And it was the hardest thing I ever did in my life. He said it just about wore him out to have me come dashing in and dashing out. All through the five minutes, he kept lecturing me on the bad manners of school young folks.

SUZANNE: What all did he say?

HORTENSE: Plenty. He said we were two extremes. Either we went around unkempt and mussed up and not very clean, or we spent all our time in primping and admiring ourselves. He said what he liked to see was a young girl wearing her hair naturally, in just good school-kid clothes, but clean and neat. He said his ideal of a boy was one who would stand up straight, look you in the eye, and remember to say "Yes, sir," and "No, Mr. Harkness," instead of "Uh-huh, and Un-huh!" He says we are too slangy, and don't

respect our elders, and think we know it all—but after five full minutes, he patted me on the shoulder, said I had a lot of self-control and actually gave me this quarter-page ad, and his check to pay for it! *(All express delight, sympathy, etc.)*

(Noise. In walk Steady Stuart and Careful Carolyn. They have been canvassing together for ads. Stuart carries a brief case, with his materials. He is neat and business-like. Carolyn is in a contrasting sweater and skirt, but neat; shoes well-shined; her hair is in a short-bob, and her smile is easy.)

(Principal Rees motions them to sit down back of the table, and show their wares. Others greet them informally in various ways.)

STUART: We found eight of our ten men in, and sold seven of the eight. Carolyn did most of the selling.

CAROLYN: Now, that's not exactly true. I would start telling them about the *Tabloid*, show them last year's copies, and if their ads were in, I would have those encircled with a blue pencil, so as not to waste their time.

CAROL: That was considerate, for these are busy men.

STUART: Then I'd bring out their proposed ad, with the inches and costs figured right on the side. One man told us that was the most business-like ad salesmanship he had ever met—that lots of high school kids just rush in and demand an ad or else!

GORDON: After all, it is his own money a business man is spending—not ours!

CAROL: Now let's take time to check what we have, and decide what we'll have to do tomorrow afternoon to "mop up" and finish the job. We'll go round the circle, and I'll write into the dummy just what ads are really contracted for.

(Meantime Fred has turned down the one leg of his trousers.)

FRED: Miss Edson, if you and Mr. Rees have some names I could see tomorrow, I'd like to try again. Maybe I've been making the wrong approach.

SUZANNE: *(taking off her new spring hat impulsively)* That hardware man might have been right. I'll leave my Easter bonnet for Sundays, and make business calls in business clothes. I'd like to go see that same guy; maybe I could show him I'm not just a flapper.

PRINCIPAL: That's a good idea; if you have a hard situation, and have to "eat crow", and acknowledge you've made a mistake, you can show a lot of character by going back and making things right. Never run away from trouble, Suzanne. Meet it, and it will make a man of you!

(Tom has been tying up his shoe laces, and generally sprucing up a little.)

TOM: If somebody will take half of those
(Continued on page 123)

Prologue to a Program on Americanism

OPENING: Pianist plays first strains of *The Star Spangled Banner*. The curtain is opened as the vested choir (seated just below the stage) begins to sing the national anthem. They sing two stanzas. Uncle Sam enters from the rear of the auditorium and marches slowly through the center aisle of the audience. He takes his place on the stage beneath the American flag as the choir finishes singing. (The audience, standing for the anthem, is seated before Uncle Sam begins to speak.)

UNCLE SAM. The theme for consideration this evening is Americanism. In so far as Americanism is merely patriotism, it is a very good thing. The man who does not think his own country the finest in the world is either a pretty poor sort of a man or else he lives in a pretty poor sort of country. If any people have not patriotism enough to make them willing to die that the nation may live, then that people will soon be pushed aside in the struggle of life, and that nation will be conquered and absorbed by some race of a stronger fiber and of a sterner stock. "My country, right or wrong," is a good motto only after one adds to it, "and, if she is in the wrong, I'll help to put her in the right."

In this attitude then should the patriotic citizen accept his duty to Americanism in a time of uncertainty. There is this question, "Should one rush violently into a quarrel at the first word of trouble or should one shrink absolutely until pushed to defend this Americanism?" At this time there would seem to be every advantage in trying to preserve an honorable peace in this land of Americanism where liberty, religious freedom, justice, neighborliness, friendliness, and security abound.

(Enter Miss Liberty, wearing a white robe and carrying a torch. She walks toward Uncle Sam, holding her torch high. He stops talking abruptly.)

UNCLE SAM *(After pausing for Miss Liberty to take her place on the stage, continues.)* Ah, welcome, Miss Liberty. I had just started to tell my audience how I felt about the real meaning of the patriotism of Americanism. Since you are one of our strongest characters, won't you give them your own interpretation?

MISS LIBERTY. Symbolic of liberty and opportunity in the New World, I am that part of patriotism which first impelled our forefathers to come to this land. They wanted freedom so earnestly that they were willing to leave all which had been so long established, and they found me valuable enough to make every sacrifice to keep me. For these

BERTHA TERRY TILLAR
*English Teacher, Tillar High School,
Tillar, Arkansas*

earliest settlers and for our citizens of today, I hold my torch high that it may continue to make bright the paths of freedom.

UNCLE SAM. Thank you, Miss Liberty. Perhaps others who are traits of Americanism will join us in our discussion.

(Enter Religious Freedom, wearing a white robe and carrying the Bible. Pianist plays a few bars of God Bless America as she walks in.)

UNCLE SAM *(Continuing).* This maiden carries an open Bible. She must be the spirit of Religious Freedom.

RELIGIOUS FREEDOM. I am thankful that I can be counted as one of the greatest virtues of Americanism. Religious freedom is one of the principles that form the bright constellation which has gone before us and which has guided our steps through revolution and reformation. The freedom of each person to worship according to his own dictates enables the citizenry of the United States to enjoy a peace of mind and heart that is so conducive to upright living. Without that principle which is built on absolute faith and trust, America would be no better than any of those unfortunate nations where religious freedom is not tolerated.

UNCLE SAM. You are sincere, Religious Freedom.

(Enter Justice, wearing a red robe and carrying scales.)

UNCLE SAM *(Addresses her).* Are you symbolizing Justice? I see that you carry the scales of justice in your hands.

MISS JUSTICE. Yes, Uncle Sam, I represent justice. In order to explain myself, I wish to give you three famous definitions. The first is from Desraeli, who said, "Justice is truth in action." The second I quote from Webster, "Justice is the greatest interest of man on earth." The third is slightly more explanatory and is from Aristotle, "Justice is a virtue of the soul which distributes that which each person deserves."

Our nation prides itself on the principle that it is a just nation. The love of justice is, in the majority of men, the fear of suffering injustice. Why should there not be a patient confidence in the ultimate justice of our nation? Is there any better or more equal hope in the world? Let's fill the seats of justice with good men.

UNCLE SAM. Others are coming to tell of

traits of Americanism that are dear to them. I recognize this maiden as the Spirit of Neighborliness.

(Enter Neighborliness, wearing red robe and carrying white flowers.)

NEIGHBORLINESS. I wanted to bring you the thought of neighborliness in Americanism, for we know that man can not live unto himself alone. The Golden Rule works like gravitation, for goodwill is the mightiest force in the universe. The truly civilized man has no enemies. "Love thy neighbor as thyself," is not a commandment that should extend no further than the next-door neighbor; it should be world-wide. Until such a spirit prevails, there will always be strife. No sorrier state exists than that of a man who keeps up a continual round, and pries into the secrets of the nether world, and is curious in conjecture of what is in his neighbor's heart.

Each person should act in such a way that he may win the friendship and admiration of those about him. Each country's administration should be carried on in such a way as to command the respect and friendship of those countries which are border nations and those countries of far reaching bounds.

(Choir sings Morning Star of Liberty.)

UNCLE SAM. It has been with the thought of friendliness ever upmost in mind that the United States has instigated numerous good will tours and has sponsored trade pacts. We want you, Spirit of Neighborliness, to continue to show to those foreigners living near us that we are good friends and good neighbors to our fellowmen.

(Enter Friendliness, wearing a blue robe and carrying a horn of plenty.)

UNCLE SAM *(Continuing)*. Closely akin to neighborliness is friendship. I am sure that Miss Friendship can tell you what real friendship is.

MISS FRIENDSHIP. Friendship is as healthy and normal as life itself. Golden hours of vision come to us in this present life, when we are at our best and when our faculties work together in harmony with our associates. It is absurd to suppose that, if this is God's world, men must be selfish barbarians. Believe me, a thousand friends is not enough, but a single enemy is more than sufficient. One noted teacher has said that a friend is one soul abiding in two bodies. When asked how we should behave toward our friends, the answer

he gave was, "As we should wish our friends to behave toward us."

UNCLE SAM. We need to add Miss Security to make our circle complete. She is entering now.

(Enter Security, wearing a blue robe and carrying a child.)

MISS SECURITY. Public honor is security. In Americanism there is embodied protection and security against pauperism. This amounts to as much protection as that which the army and navy give against an enemy who might invade. It is truly democratic and American in mind when our government provides work for men who need it. What stronger foundation could a nation have than a living security for its people? Our government seems to say, "I lend my arm to all who say, 'I can.' No shame-faced outcast ever sank so deep, but yet might rise and be again a man."

(Enter a tall boy, dressed as a United States soldier. He carries a large American flag, and he takes his place beside Uncle Sam.)

(Choir sings It's Your Flag and My Flag.)

UNCLE SAM. Will the audience rise and join my group of traits of Americanism in giving the pledge of allegiance to the flag? *(Uncle Sam leading)* I pledge allegiance to the flag of the United States of America and to the republic for which it stands—one nation, indivisible, with liberty and justice for all.

UNCLE SAM *(Continues after the audience is seated)*. I have been told that the senior class of the Tillar High School has made a study of Americanism. Since these six traits of patriotism have been introduced by these girls, the members of the senior class will discuss the subject in the light of the findings of their classroom investigation.

(Choir sings God Bless America.)

(The six girls followed by Uncle Sam and the flag bearer march from the stage and sit on the front row in the audience while the seniors discuss Americanism.)



The Closing Scene of the Prologue

An Elementary School Home Room

MANY STUDENTS of extra-curricular activities take it for granted that such activities are adaptable only to junior or senior high schools. But elementary children are prompted by the same fundamental "drives" which inspire the high school students. These "drives" may not be quite so clearly defined nor quite so easily isolated, but it is the job of the teacher to find them to the end that she may capitalize on them for educational profit.

The "herd instinct" or group urge can be utilized very early. All normal persons like to be with others. Children show interest in other children at a very early age and are probably more interested in one another than in adults. This may even hold true in their criticisms of one another. Very often children profit more through constructive criticism from their fellows than from their teacher. Boys and girls have much to learn from one another and will provide opportunity for work and play that will have definite educational results. Through extra-curricular activities the teacher is able to make their associations with one another pleasant and profitable.

The home room is one excellent way to create this pleasant atmosphere. The pupil can be made to feel that this is his period. Here he can criticize and be criticized, not by his teacher, but by his own group. Here it is not necessary to strive to please the teacher. The activities should never be teacher-dominated, but should grow out of group problems.

But can this situation be successfully created below the junior high school?

It has been worked out in the Oats Park School of Fallon, Nevada, with varying degrees of success over a period of about ten years. In this school pupils are assigned to home rooms by classes for one semester. The school provides no central committee, but each regular teacher is assigned a home room which she is left to administer as she sees fit. The primary purpose of this arrangement is to facilitate the handling of routine matters, such as calling roll, but no regular home room period is scheduled.

Some of the teachers have worked out plans to supplement regular classroom work with home room activities. In most cases the interests of the teacher, or the subjects taught by the teacher, naturally have influenced the trend of the activities.

The teacher of history and civics has been assigned to the 6B room. The school is organized on a departmental basis, with a special teacher for each subject, but for the

ELNORA TAFT

Oats Park School, Fallon, Nevada

most part each teacher handles the reading period in her own room. In this way each teacher has two regular class periods in her home room each day.

In the 6B room the extra-curricular activities for the spring semester in 1941 grew out of a study of the flag and its meaning. This study of the flag had grown out of a presentation to the school of a beautiful flag by the local V.F.W. Auxiliary. The class wanted a banner of its own. A committee had been appointed to receive designs from members of the class and to choose five which they considered most appropriate. From these five, the class was to determine by vote, the flag or banner to represent the 6B room. Before the voting, there was much discussion as to the relative merits of the various flags.

The following, quoted from the history of the club that was formed at that time, explains what happened. It should be remembered that this account was written by a ten year old sixth grade girl. It is given here just as she wrote it.

"On April 1, 1941, Miss 's 6B class for 1940-41 were in their room at 1:00.

Five flags were on the Bulletin Board. One of these was to be chosen to represent the room. Barbara Moore suggested that before we chose a flag, we should have a club, so we would know what we were driving for. After some persuasion, Miss agreed that we could have a club. Miss read us some of the other classes' constitutions. It was decided that our Constitution would be patterned after last years class. That night (here she mentions the names of ten pupils who had volunteered) met at school to discuss the making of our Constitution.

"The next day it was read to the class at reading period, and with amendments (she means that some changes were made in the Constitution itself) was approved and adopted as our Constitution. Our Constitution provides for a President, Vice-president, Secretary, Treasurer, Health Officer and Traffic Officer.

"Then an election was held. Campaign speeches were made by the various candidates for office. The candidates were (here she lists all the candidates for offices.)

The election took place Friday, April 19, morning, study period and history period. We had an election just like the grown ups do for county officers. Miss let us use

the pads and stamps given to her by the officials at the Court House.

The results of the election were as follows: (Here she lists the winners together with complete results of the election.)

Some of the pupils gave thank you speeches for being elected, and for votes received.

Our Constitution states that we shall meet Monday, history period, and Thursday, reading period. Our first meeting was held Monday, April 22, 1941."

It would seem from the above account that sixth-graders can not only draft a Constitution, conduct a campaign and election, but can do a fairly creditable job of writing about it. Of course the minutes of each meeting were carefully kept, but the class insisted upon having the secretary insert this little bit of history at the beginning of the record book. The suggestion first came from the chairman of the constitution committee who was probably desirous of getting proper recognition for himself and his committee.

The constitution provided for the customary officers—also a traffic officer, a health officer, an executive committee, a program committee, a welfare committee, a bulletin board committee, a supply committee, and a library committee. The duties implied for these officers and committees indicate the nature and scope of our home room interests.

Welcome, French Clubs!

VERA L. PEACOCK
*Southern Illinois Teachers College
Carbondale, Illinois*

FOUR years ago the college French Club of Southern Illinois Teachers College invited high school French clubs in the southern part of the state to a field day. Some fifty students responded and entered the various individual and group contests which were the main events of the meet. Each year thereafter the number of students and variety of activities have increased until last spring one hundred and fifty came with enough entries to last all day.

The individual contests involve dictation, comprehension, recitation of prose and poetry, vocal solos, and impromptu speaking. Students who elect the last of these are given twenty minutes with a dictionary to select one of four topics set by the judges and to prepare their talks. The selections for the prose and poetry recitations, usually four of each, are sent out with the registration materials a month before the field day. First year and second year students are of course judged separately and a group of those who have completed two years may compete in

a third classification. Next year we expect to add completion, cross-word puzzle, and culture tests, also of three different degrees of difficulty, to these individual activities.

The group activities involve plays, chorus work, choric reading, puppetry, and French dances. Interesting entries in all of these classifications have appeared during the four years. The visiting clubs have also brought exhibits of their work, usually project books, posters, or dolls and puppets.

At noon everyone attends a luncheon in the women's dormitory. The college French Club members serve as hosts at the various tables. They also arrange the decorations, place-cards, and souvenir programs, provide a musical entertainment at the luncheon, gather necessary stage properties for the plays, and try in every way to make the visitors feel at home on our campus. After the contests are over in the afternoon they help with further entertainment which has taken different forms each year. This spring we had a tea dance and an exhibit of French crafts. Other years we have had French moving pictures or talks by faculty members with lantern slides depicting French life or travel in France.

Each student and sponsor pays a fee of forty-five or fifty cents, most of which goes for the luncheon. The remainder covers decorations and tips. The prizes are furnished by the college. They range from cross-word puzzle books and games for individual competitors to group games, song books, Bibles, magazine subscriptions, collections of French pictures and figurines for the club awards. Judges are members of the college faculty.

The students who participate enjoy each field day and look forward to the next one. It gives added purpose to their club meetings, for many begin early in the year to prepare entries. The students have a chance to meet other groups also interested in French and to see different types of French club activities. The sponsors are enabled to exchange ideas and to draw upon the college resources to further their work if they wish. The field day also provides college seniors with an opportunity to observe the type of extra-curricular activities they will be expected to direct after graduation. For all these reasons, this contest seems to be one of the most significant events of the year.



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BACK TO THE FARM

A Play in Three Acts

by MERLINE H. SHUMWAY

Continued from October

ACT III

Scene, Merton Merill's office. Desk piled with papers, R.; easy chair, L.; small table with Babcock tester at back of stage. Walls hung with weather maps, calendar, and pictures of farm animals.

MERTON (*speaking into desk telephone*). Hello, Mr. Moore. This is Merill speaking. What price can you give me on ten tons of phosphate? . . . The National Fertilizing Company beats that by three dollars a ton. . . . No, there is no need of a complete fertilizer. I have found by plot tests carried out on one of my fields in cooperation with the University Department of Agriculture, that there is a deficiency of phosphate and nitrogen. There is plenty of potash. I can get the nitrogen from the air without any expense through my clover crops. . . . No, I need only the phosphate. Very well, I'll get it of the National. . . . Well, why didn't you say so in the first place? Ten tons.

(*Enter Mrs. Merill, L. doorway.*)

MERTON. Is Bob up yet?

MRS. MERILL. No. I'm going to call him if he doesn't get up pretty soon.

MERTON. No, mother, you mustn't.

MRS. MERILL. There is no sense in lying in bed this way. I want to get the bed made. Here it is eight o'clock. (*Sits in arm chair, R., and knits.*)

MERTON. He is from the city, mother.

MRS. MERILL. Did you do that when you were in the city?

MERTON (*smiling*). Sometimes later than this.

MRS. MERILL (*amazed*). Merton! How could you? (*Telephone rings.*)

MERTON (*during this conversation Mrs. Merill shows curiosity and rising interest*). Hello! . . . Yes. (*Listens.*) Certainly, we'd be glad to see you. When did you come? . . . Who? . . . Why, yes, by all means. Come to dinner. . . . No, indeed, we'd be only too delighted. . . . At twelve-thirty. (*to Mrs. Merill*) Mr. Ashley's in town, wants to run out to see us. Says he will bring Rose Meade out for a ride in his new car. He's run down from St. Paul in it.

MRS. MERILL. Mr. Ashley! Sakes alive, I haven't seen him since he moved his office to the city. Good land! What shall I have for dinner?

MERTON. Why, baking powder biscuits and

honey, of course.

MRS. MERILL. Bring Rose out here! Do you think there's anything in it, Merton?

MERTON. How should I know, mother? Why not? He's rich and good-looking, lives in town. What more could she want?

MRS. MERILL (*rises and comes to Merton at desk*). Oh, Merton, I used to think you and Rose would make a match some day. Why don't you, Merton? She's a lovely girl, and I'd like to see you settled with a good wife before I die.

MERTON (*bitterly*). That's a vain dream, mother. Rose told me once that she'd never be a farmer's wife. It happens, too, that she's the only girl in the world for me. There never has been any one else.

MRS. MERILL (*Smooths his hair as she speaks. He takes her hand and puts it gently down.*) But Merton, that was long ago. Why don't you ask her again? She's changed a bit these last few years. and do you know, sometimes I think she does care for you. There's something about the way she treats me that makes me believe it.

MERTON. Foolish little mother. Rose never would give up her splendid work in the district to settle down to being a humdrum farmer's wife.

MRS. MERILL. Well, you ask her, anyhow. I believe she would. (*Sits by Merton, L., and continues her knitting.*)

(*Enter Robert, R. door.*)

ROBERT. Good morning.

MERTON. Good morning, Bob.

ROBERT. At work so early?

MERTON. "He who lies long in bed, his estate must feel it." That's from your friend, Shakespeare.

MRS. MERILL. Afternoon's more like it.

ROBERT. I hope I haven't inconvenienced you, Mrs. Merill.

MRS. MERILL (*sweetly*). Oh, not at all, lie in bed as long as you like.

ROBERT. Thank you. Lying in bed in the morning is one of the greatest enjoyments I have. When I hear the alarm clock going off, and know that Gus has got to get up and milk the cows, I shake hands with myself in a congratulatory way, and roll over and go back again to dreamland.

MRS. MERILL. Does that alarm clock bother you? I will have Gus—

ROBERT. No, I wouldn't have you stop it

for the world. It is so satisfying to have it go off. I don't know when I have enjoyed a vacation as much as I have this one.

MRS. MERILL. I am glad you are enjoying yourself.

ROBERT. Do you know, you folks are converting me into a genuine farmer? Look at that! (*Slaps his leg.*) Overalls. I'm going out and listen to the hay cocks crow. I believe I'll start in farming.

MRS. MERILL. The farm is the only place to live.

ROBERT. I'm beginning to believe it. I have often wondered what there was in farming, but now I understand it. I find myself hanging on the gate after Gus has thrown the corn in for the hogs, to watch them eat and hear them grunt; and a satisfactory feeling comes over me when I go out in the meadow and get a whiff of that flower-scented breeze. I can set my teeth into Mrs. Merrill's delicious pies without any thought of indigestion. Anyhow, if I can die eating your pies, Mrs. Merrill, I'll die happy.

MRS. MERILL. You flatterer, you want some breakfast, don't you? (*Crosses to door. R., and calls.*) Hulda!

(*Enter Hulda*)

HULDA. Ya. (*She stands in doorway with her arms hanging and her mouth half open.*)

MRS. MERILL. Get Mr. Powell his breakfast.

HULDA. Ya, vat val ay gat?

ROBERT. Anything at all.

HULDA. Ya.

MRS. MERILL. Hulda, your mouth is open again.

HULDA. Ya, ay opened it.

MRS. MERILL. Well, shut it.

(*Exeunt Hulda and Mrs. Merrill, R.*)

MERTON. There are a good many enjoyments on the farm. I find myself going out into the field, running my hand down into the soil and wondering how some particular seed sown there is going to come up. It's interesting. It's the joy of making things grow. I have health and I am independent. I feel that I have part ownership in this world of ours.

ROBERT (*sitting on desk*). You have the idea. I've had a little taste of what drudgery at the desk means, ever since I put out that shingle, "Robert Powell, Lawyer." I'd have given it up long ago if it hadn't been for the old man. He keeps saying, "Make good, make good." Here you are making good and enjoying life, too, a real success. There is only one thing lacking in your equipment here.

MERTON. And that?

ROBERT. A wife. (*Stands.*)

MERTON (*throwing up hands as if to ward him off*). No! No!

ROBERT. That's it, exactly. You could be the happiest man alive if you had a cheerful wife, one who could appreciate the farm.

MERTON. Come now, who are you to talk to me this way?

ROBERT. Oh, but it's different in my case. You see—

MERTON. A Margerie Langdon, for instance. Why not?

ROBERT. Oh! You don't want to wish me any bad luck, do you? She's out of my class entirely. Her goal is society. I can't afford to keep a big car and do things on that scale.

MRS. MERILL (*from door*). Breakfast is ready, Mr. Powell.

ROBERT. I'll be there with bells on. I'm actually ashamed of the way I eat, but such cooking!

(*Exit Robert, R.*)

(*Enter Gus, L. Works with Babcock tester on table. Telephone rings.*)

MERTON. Hello! Who is this? . . . Mr. Cameron, well . . . Stock food? . . . So you are the man that took the liberty of sending your stock food out to my place? You'll find it in my machine shed. You can thank my man, Gus, for setting it in out of the rain . . . No, I have too much respect for my cows . . . I don't care if it is ten feeds for one cent, when I want stock food I'll order it . . . You can do just as you like about that, but be sure to take it far enough away from the house so that the chickens won't get any of it. Good-by. (*Hangs up receiver.*)

Gus. Har ban das record sheets for das cows. (*Crosses and places them on desk.*)

MERTON. Do they balance? (*Looks at them.*)

Gus. Ya.

MERTON. How about this cow, Buttercup?

Gus. Ah, ha ain't no good at all.

MERTON. Have you followed the ration closely?

Gus. Ya, at don't do no good, do. Ay gets lots of milk but at ain't no good on dis test.

MERTON. I think the wisest thing we can do is to weed her out of the herd, don't you?

Gus. Ya, ay tank so. Ay tank she is losing proposition.

MERTON (*rising*). Transfer your records to this sheet in ink. (*Gus sits at desk.*)

(*Exit Merton, R.*)

(*Enter Mrs. Merrill and Hulda, R. Hulda is carrying a broom and dusting-cloth in one hand and an apple, half eaten, in the other.*)

MRS. MERILL (*to Hulda*). There, you may sweep out this room. Be careful not to throw away any papers or anything, and don't raise any more dust than you can help, and don't break anything, and close your mouth. I've got Gus so that he knows a little something now, and I'll have to start over again on you.

(*Exit Mrs. Merrill, R.*)

(*Hulda sweeps vigorously*)

Gus. Har, vat you doing?

HULDA. Ay sweeping das floor.

Gus (*Rising and coming over to her*). Don't you know no better dan to raise all dis dust?

You stir up all de yerms and bacilli and tings. You gat hydrophia if you don't look out. Dat ban dangerous. Don't you keep your mouth open all de time. Dat bane dangerous, too. *(Puts his hand under her chin and lifts it into place. Then goes back, sits down at desk, and writes.)*

HULDA *(edging up to him)*. Ay like you ven you talk like dat. You are such smart man. Ay going to marry you, ain't I?

GUS. Ya, when you learn to be up-to-date farmer's wife, but not till den.

HULDA *(edging nearer and nudging him with her elbow)*. Ay like you pretty good. Ay let you kiss me, if you want to.

GUS *(just about to kiss, stops short and holds up hand as if to ward her off.)* No, dat not be sanitary.

HULDA. Oh, Gus!

GUS. No, ay tell you dat not be sanitary. *(pause)* Ay ban reading dat on das paper.—Ah, ay got good idea—strain 'em out yist like das milk. *(Crosses to desk, takes piece of cheese-cloth from desk and places over her mouth and kisses her. Crosses to L. with thumbs thrust in his vest, and chest thrown out, returns, and kisses her again.)*

(Enter Merton, R.)

MERTON *(laughing)*. Why the cheesecloth, Gus?

GUS *(in great confusion)*. Ay don't vant to get no yerms.

MERTON. Don't you think you are carrying the germ idea a little too far, Gus? It is all right to be careful, but when you carry it so far that you fail to be sentimental any longer, it's time to stop.

GUS. At ban all right, ve ban going to get married.

MERTON. Is that so? *(Crosses to Hulda and takes her hand.)* I wish you joy, Hulda; congratulations, Gus. When does it come off?

GUS. Pretty quick now.

MERTON. This is news. *(disappointed)*. I shall hate to lose you, Gus. You have done good work for me. Nobody else can ever quite take your place.

GUS. You ain't going to lose me!

MERTON. But I suppose you will want to start in farming for yourself.

GUS. If ay got to quit, ay not get married.

MERTON *(smiling)*. Well, I'll see if I can arrange it so that you can both stay.

HULDA. T'ank you. *(Merton crosses to desk and sits. Exit Gus, R. Hulda continues sweeping and eating her apple in corner down stage, R.)*

(Enter Reuben Allen, R.)

ALLEN. Good morning.

MERTON. Good morning, Mr. Allen.

ALLEN. Durn fine day, ain't it? *(Merton nods.)* Shouldn't wonder but what it would rain though.

MERTON. Yes, the barometer is down and there is a low due here most any time.

ALLEN. Oh, I don't take no stock in them idees. I can tell by the different signs. I can hit the weather right square on the head every gosh durn time. That's more than them fellers at Washington can do.

MERTON. Mr. Allen, can't you do a thing unless there is some sign to guide you? You plant potatoes by the moon, kill your animals by the moon, every turn you make must be by some sign. Do you want to know what I think of your signs?

ALLEN. Why yes.

MERTON. I think they are all rot and wouldn't advise you to invest a cent in one of them. Father is out in the kitchen.

ALLEN. Gosh, but you think you're smart, don't you?

(Enter Mrs. Merrill, R.)

MRS. MERILL. Good morning, Mr. Allen.

ALLEN. Morning. Is the old man out there?

MRS. MERILL. Yes.

ALLEN. How's his rheumatiz?

MRS. MERILL. It ain't much better. *(Exit Allen, R.)* Merton, I want you to kill those roosters I have shut up in the chicken coop.

MERTON *(crosses to table, gets his hat)*. You have finally decided to kill a few and stop their eating.

MRS. MERILL. Yes, they do a lot of crowing, but it is the hens that meet the demand for eggs. I made thirty dollars off them this month.

MERTON. Good.

(Exit Merton, R.)

MRS. MERILL *(turning to Hulda who is eating her apple)*. Now you get to work! What? eating apples again—I told you not to touch—you give me that apple. *(Hulda takes a big bite and hands her the apple.)* Now get to work.

(Mrs. Merrill goes out, R. Hulda crosses L., taking another apple from her pocket. She sits at desk and speaks into telephone.)

HULDA. Ay vont to talk to Mr. Swanson's residence place. . . . Swanson's! Swanson's! Can't you fursto da Anglish goud? . . . Ya, dot's him. . . . Hello! Das Lena Swanson? Das ban Hulda speaking. Ay got ma hat from de catalog house. Ay like it goud. Yust like de picture in da bouk. . . . Ya, da cheap one. Dere vos one for two dollars, ay didn't like ham. . . . No. . . . Hello, hello, hello, vot you butt in for? Ay not talking to you. . . . Don't you gat fresh by me. *(Hangs up receiver)*. My goodness, ha ban fresh!

(Re-enter Mrs. Merrill)

MRS. MERILL. Hulda, you get to work. *(Hulda dusts, L., during this scene.)* *(Calling out.)* Here, you two will have to get out of the kitchen. I can't have you in the way all the time. Gus, help Pa.

GUS. Ya.

(Enter Merrill with Gus and Allen on either side. Mrs. Merrill gets chair and places it down stage.)

MERRILL. Careful! Careful! Go easy now. There! (Sits.) Careful! Here! Here! Drop it! Drop it, I tell you! (Gus drops foot. It hits the floor with a bang.) Oh, get out of my sight, you blundering fool. (Hurls cane after him. Gus dodges out of room.)

MRS. MERRILL. Pa, control yourself.

(Exit Mrs. Merrill, R.)

ALLEN. Did you ever try a potato for your rheumatiz?

MERRILL. No.

ALLEN. By golly, it works like a charm. I tried it on Jones's boy last spring when he had 'flamitory; ain't had no rheumatiz since.

MERRILL. I don't know what Merton would think. He don't take much stock in things like that. Don't do any harm to try though. How do you do it?

ALLEN. Yer take a common, ordinary potato and ya put it in yer pocket and carry it around with ya wherever yer happen to be, and the rheumatiz leaves yer, and goes into the potato. Then when yer ain't got no more rheumatiz left, ya throw the potato away and yer cured.

MERRILL. It sounds pretty good. I might try it.

ALLEN. It's a sure thing. Wait! I'll get one. (Goes to R.) Mrs. Merrill.

(Enter Mrs. Merrill, R.)

MRS. MERRILL (at doorway). Well, what now?

ALLEN. Could I have a potato? A small one is just as good.

MRS. MERRILL. Why, yes. What do you want of a potato?

ALLEN. I'm going to cure Merrill of this rheumatiz.

MRS. MERRILL. What nonsense are you up to now?

(Exit Mrs. Merrill)

ALLEN. 'Taint nonsense neither; it works every time. (Mrs. Merrill re-enters with potato and gives it to Merrill.)

MRS. MERRILL. Here's your potato.

(Exit Mrs. Merrill)

ALLEN. Now just put that in your pocket. (Merrill does so.) No, not that one, the one next the rheumatiz.

MERRILL. I don't feel no change.

ALLEN. Oh, ya don't feel it right away. You have to wait a little while before it begins ter work.

MERRILL. How are you coming with your plowing?

(Hulda picks up broom and goes out, R.)

ALLEN. Well, I ain't getting along very spry. I ain't got no feed for the horses and they can't stand very much. I might have knowed we was going to have a dry year when I saw that 'ere dry moon. I only got a little crop, and that wasn't a very good stand neither.

(Takes a bite off his plug of tobacco.) You know Phillips, he tested his corn this year and he got a right smart stand. (Shifts his cud.) You know I kinder believe there's something to that 'ere notion. (Shifts his cud.) There might be something to surface cultivation, too.

MERRILL. Of course there is. Now my boy Merton, he says there is, and I guess he knows if anybody does.

ALLEN. Keeps the weeds down, I suppose. (Crosses to window and expectorates.)

MERRILL. No, he says that's only a small part of it. He says by cultivating you keep a dust blanket on the soil, and that keeps the hatalery, no, capillary water from coming up, whatever that is. Farming ain't like it used to be. Me and Merton got a crop, and a good one, too. That's more than lots of them did around this 'ere part of the country. The trouble with farmers is that they've been farming from here down. (Places hand on level with his chin.) and they ain't been paying much attention to what was from here up. You know times is changing; I used to walk hundreds of miles behind a drag, in the dust, but now I wouldn't look at a piece of farm machinery that doesn't have a seat on it.

ALLEN. Wall, things has took a turn since Merton came back. Two years have made a lot of difference in the looks of this place. How about that mortgage you was worrying about so bad? Got that paid off, I calculate.

MERRILL. Paid off! No, sir. When I can borrow money at 5 per cent and turn it into work and improvements and clear 10 per cent, I'm not paying it back in a hurry. I was just saying to Merton yesterday, I can't see why folks is so skittish about mortgages.

(Enter Gus and sits at desk.)

ALLEN (crossing to window). Well, there's no getting out of it, if we have another such dry year I go plum busted.

Gus. By golly, at ban dry year all right. De other day ay caught a frog out in de field, and took him home and put him in dis har horse trough, and he come prutty nare drounding. He didn't even know how to swim.

(Enter Robert, C.)

ROBERT (in great excitement). Say, Gus there is something the matter with one of your cows.

Gus. Vot?

ROBERT. She doesn't have any front teeth in her upper jaw.

Gus (laughing). Das the vay dey always is. (Laughs.)

ROBERT. Well, laugh if you think it does you any good. I thought I had made a discovery. I learn something new every day. And we call you farmers green! Say, Gus, there's one thing more I want to ask.

Gus. Ya?

ROBERT. Now, don't laugh. If you do I'll—well—you laugh and see what happens to you. I've seen you milking the cows. and I'd like to learn how. What I want to know is, how do you know when to stop milking?

GUS. Har. (*Places hand over mouth.*) Ay can't help it, ay got to laugh. (*Laughs.*) Ay jüst—

ROBERT. Well laugh, I hope you choke.

(*Exit Gus, R.*)

(*Enter Merton, L.*)

ALLEN. Say, Merton, we was just having a little discussion here about how it was you got a good crop this year. How'd you do it?

MERTON. Well, this was a dry year, but I had plowed deep and was ready for it. Then I cultivated well to keep in what moisture I did have. The point is, Mr. Allen, that in farming, as in any other business, you've got to put your brains into your work. The man who works by muscle alone is bound to fall behind the man who works with both brain and muscle. We are told, Mr. Allen, that the man with the brawn must give way to the man with the brain, the man with the hoe must make room for the man with the dynamo. (*Crosses to desk.*)

MERRILL. That's it. (*Stands.*) That's it. I tell you, Allen, we've been wrong all these years about education and such.

(*Enter Mrs. Merrill. Raises hands in horror.*)

MRS. MERRILL. Pa! Your rheumatism! (*Merrill looks at his foot and sits.*)

ALLEN. By gosh that potato is working.

MRS. MERRILL (*crossing to the window*) There is a car coming down the road. It must be them. Yes, it is turning in, and there's two of them. Good land, and I haven't even made your bed. (*Auto horn.*)

ROBERT (*at the window.*) Who is the young lady?

MERTON (*rising.*) Young lady?

ROBERT. Yes.

MERTON. How am I to know?

ROBERT. Ah, come off, now, you do. Gee, she's a pippin. I'm going to get out of here.

MERTON. No, you don't. (*Catches him by sleeve.*)

ROBERT. But let me get a collar on.

MERTON. No, I want her to see you just the way you are.

ROBERT. And you pretended you didn't know who it was. Is my hair combed?

(*Exit Merton, C. Robert crosses to L.*)

MRS. MERRILL. What is your rush?

ROBERT. I'm going to catch a train. (*Tries to pass her.*)

MRS. MERRILL. No, you stay here. I want you to see Rose Meade.

ROBERT. Rose Meade! Jumping Jerusalem!

MRS. MERRILL. I want you to stay and meet her.

ROBERT. Meet her! Why Mrs. Merrill, I know her.

(*Enter Rose, followed by Merton and Ashley.*)

MRS. MERRILL. Rose, you dear, it's awful good of you to come out. You know Mr. Powell, don't you?

ROBERT (*comes forward*). Yes, I've had that pleasure.

ROSE (*to Mrs. Merrill*). We met up at the University. (*to Robert*) But what are you doing here on the farm? And your clothes!

ROBERT. Yes. Nifty. aren't they? I am spending my vacation here.

ROSE. Do you like it?

ROBERT. Do I? It's great!

ROSE. I suppose you are a great lawyer by now?

ROBERT. You haven't heard anything about me as yet, have you?

ROSE (*shaking hands with Merrill*). How is your rheumatism?

MERRILL. 'Taint much better.

ALLEN. It's going to be though. I got a sure cure for him.

ROSE. (*to Allen*). I saw you at the school entertainment last Friday.

ALLEN. Yes, I was over there.

ROSE. What did you think of it?

ALLEN. Finest school in the state.

ROSE. You didn't used to think so.

ALLEN. No, but these here consolidated schools, they're just the checker. You came down with Ashley in his new automobile, I 'spose.

ROSE. Yes, we had a delightful ride.

ALLEN. I heard you was goin' to get a new one, Merrill. How about it?

MERRILL. Yes, we calculate to get one as soon as we can find one that suits us. Merton is very particular.

(*Enter Gus.*)

ASHLEY. Come out and take a look at mine. I think it's the best on the market. Let me help you, Mr. Merrill. How are the pigs, Gus? (*Ashley and Allen help Merrill.*)

GUS. Pretty good. How are you?

(*Exit Merrill, Allen, Ashley and Robert, C.*)

MRS. MERRILL. Land sakes! I forgot all about the little chickens that I have in the brooder. I'll go and get the feed. Don't you want to see them?

ROSE. Yes, I should like to. (*Rose goes toward C.*)

(*Exit Mrs. Merrill*)

MERTON. Oh, don't go, I want to speak to you.

ROSE. I think your mother wants to show me her chickens.

MERTON. Oh, the chickens can wait. See here, Rose, I suppose now Ashley's back he'll be trying to persuade you to go back to town to live, where there are the advantages of art, music, gayety, and all that sort of thing.

ROSE. Well, suppose he does?

MERTON. Oh, then I suppose you'd do like all the rest of them, drop your work and all

your grand ideas and settle down to the duties of a fashionable society woman.

ROSE. See here, Merton Merrill, I think it's mean of you to lay that up against me all these years, what I said to you that morning. Just because a girl is young and ignorant and says foolish things is no sign she can not change her mind.

MERTON. Oh, Rose, was it because you did not know? Have you changed your mind? Is there any hope for me? (*Rose turns away embarrassed.*) Oh, Rose, don't play with me. I know how absorbed you are in your work and I mustn't ask you to give it up, but if there was even a faint chance that some day you would, it would mean everything to me. I could wait, oh, ever so long, willingly, gladly.

ROSE (*turning*). But I can't wait. I ask nothing better than to work out my ideas, too, on this dear old farm.

MERTON. Do you mean it? (*He takes her in his arms.*)

(*Enter all others.*)

MERTON. Mother, father, everybody, hear the good news. The finest girl in the world is going to make this the best farm home in the western hemisphere.

HULDA (*at window*). We ban goin' to get married, too. (*Gives Gus a bite of apple.*)
(*Curtain*)

The entire play, *Back to the Farm*, under one cover sells for twenty-five cents—eleven copies, one each for the director and members of the cast, for \$2.50. Orders should be sent direct to *School Activities*, 1515 Lane Street, Topeka, Kansas. There is no royalty charge.

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Photographs in Your Mimeograph Yearbook

FOREMOST among the "musts" for a school yearbook is generally considered to be pictures of the students and faculty—with those of athletic teams, clubs, school grounds and buildings included if possible.

To achieve this, various methods have been tried in school yearbooks produced on stencil duplicators. That in which photographs are reproduced on sensitized paper suitable for use with the Mimeograph after developing probably presents the most satisfactory method for the average school.

Sensitized paper, referred to above, is generally nothing more or less than light weight blueprint paper. Because it is easy to get, easy to use, and quite economical, it is more widely used than some of the other sensitized papers which might be employed—which will be discussed briefly later—though it should be remembered that all of the so-called blueprint techniques follow the same general line of procedure.

Let's see how easy it is to put photographic illustrations on pages which are later to be run through the school duplicating machine. Blueprint paper, in the first place, is plain white paper which has been coated on one side with a chemical solution known as ferroprussiate. The paper is obtainable in several weights: extra-thin, thin, medium-thick, thick, extra-thick. Of these, "medium-thick" is most widely used in commercial blueprinting, but for yearbook pages the "thin" weight (about substance 24) seems preferable. Whatever the weight, however, the principle of blueprinting remains the same. The ferroprussiate coating is affected by light in such a way that it is turned in color from a pale green to a deep blue upon exposure and is rendered "fixable" or "permanizable." Thus, if one section of the coated side of blueprint paper is exposed to light and another is not, when the entire sheet is washed in plain water the exposed section will become a practically deep blue and the other part will become the white of the paper as the unexposed chemical coating is washed off. This, then, is a "blueprint."

In commercial blueprinting this principle is applied to great advantage as the scope of the industry indicates. Basically, it follows this procedure: The original of which the blueprint is to be made must be on some translucent material, usually paper or heavily

GEORGE H. MILLER, JR.
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sized linen, or must be traced onto some such material. This is to serve as a guide for the light just as a photographic negative does when printing on photographic paper. It is placed, image side out, tightly against the sensitized side of the blueprint paper, and "exposed." Light reaches the blueprint coating only where permitted by the light areas of the original or tracing. After a suitable length of time (anywhere from three seconds to five minutes, according to the exact formula used for the coating, the degree of brilliance and character of the light, and the print quality desired) the light and original are removed, and the exposed print is washed in water. Usually, too, it is rinsed in a permanizing, color-deepening solution before it is hung up to dry. When finished, it has become a reproduction of the original in white lines on a deep blue background—in short, a blueprint.

When these basic blueprint principles are understood, it is easy to see how they may be applied to school yearbook reproduction of photographic illustrations. Let's take, for example, an 8½" x 11" yearbook page of eight individual pictures of graduating seniors, with respective names immediately below each picture, and a design in the center of the page. The pictures in this case are 1¼" x 1½" each. The names are in regular black-pica typewriter type and the design is a line drawing in red.

To reproduce this page we first secure film negatives of the photographs in the exact size needed. This is not difficult because ordinarily these senior pictures are taken especially for the yearbook, and the photographer can supply practically any size negative without difficulty. Even enlargement or reduction of already existing photographs is not prohibitively difficult or expensive if the original is a clean, sharp print.

These eight negatives, then, are mounted with the help of some transparent adhesive tape, in 1¼" x 1½" windows positioned as desired and cut in an 8½" x 11" sheet of black paper or similar opaque material. Thus, we have prepared a master negative from which we may reproduce in proper position the

eight photographs on an 8½" x 11" blueprint sheet.¹

This 8½" x 11" sheet of blueprint paper may be obtained by coating a hard-sized paper with the ferro-prussiate solution by hand in the school laboratories, or it may be secured ready to use from any blueprinter or blueprint supply house. Because the economies secured by hand-coating are negligible and because the ready-to-use paper is usually much more evenly coated it is generally considered advisable to purchase commercially prepared paper.

Now for exposure. To facilitate this step there are any number of various machines available. Simplest of these is a small hardwood printing frame with a clear glass front, a black felt pad equal in size to the glass, and a detachable back.

Using the simple printing frame described above, we place the master negative which we have prepared in the frame, so that the shiny sides of the films are flat against the glass. On top of this, sensitized side flat against the negative, is placed the sheet of blueprint paper carefully aligned so that it is exactly superimposed over the negative. With the felt pad on top of the blueprint paper to shut out any stray rays of light the back is locked securely in place, and the glass side is exposed either to sunlight or to the light of arc or mercury vapor lamps.

Time of exposure must be judged from experience. The progress of the print can be checked from time to time by removing the light momentarily, opening the frame, and inspecting the print. Usually, the frame back is divided into two sections, so that one half of it can be opened for inspection while the other holds the blueprint and negative tightly in place. Thus, the blueprint paper is replaced in exactly the same relationship with the negative as it originally was. Once the correct exposure time has been determined under certain conditions, subsequent prints made under those conditions need not be inspected during exposure.

There is a makeshift exposure method which should be avoided unless a printing frame is absolutely unattainable. This simply involves placing the master negative, the blueprint paper, and a piece of black paper (instead of the felt pad) in their proper relative positions against a glass window pane, and sealing them in place with strips of adhesive tape.

After exposure the blueprint is removed from the printing frame and washed (rinsed) for about fifteen minutes in plain water, preferably running from a faucet. Although it is not necessary, it is generally considered advisable to then rinse the print in a solu-

tion of some oxidizing agent like bi-chromate of potash. This not only further permanizes the print but deepens the color and clarifies the image. Following this, the print must again be washed for a few minutes in plain water. Finally, it is hung up on some convenient rack or on an ordinary clothes line to dry.

When the blueprint is dry, we have eight striking photographs printed in deep-blue tones in their proper positions on a white 8½" x 11" page. By using another of the so-called blueprint techniques known as "Van Dyke" we could have printed our photographs in a rich brown. Or in red with the "Ozolid" process. Or in black with the "B-W" process. Because all of these others are slightly more expensive than blueprinting, and because the Ozolid and B-W prints have a tendency to stain in their white areas after a period of time, they are not widely used for yearbooks and will not be explained in detail here. Suffice to say that they follow with slight variation the blueprint procedure.

With the photographs nicely printed on our yearbook page the addition of the text material and design becomes a simple stencil duplicator job. The respective names of the photograph subjects are properly positioned and typed on the stencil sheet, and, because the design is set off from any other material on the stencil by several inches, so that it can be run in its own color simultaneously with the black names, the line design is stencilized on the same stencil with the help of the Mimeoscope. The page of photographs, then, is run through the machine using Mimeograph Ink 1762 because of the hardness of the blueprint paper. This ink, then, incidentally, will dry completely on this hard-surfaced paper so that it will not smudge, and will show through the paper only faintly so that copy may be added to the reverse side of the page if desired.

Thus, when the copies are dry and the slip-sheets removed, we have a yearbook page with clear, striking photographic illustrations in blue; sharp, easily read text material in black; and an attractive design in red line. It is, in fact, a yearbook page economically and easily reproduced which, when combined with others like it, will make up a yearbook of which any school can well be proud.

¹Just a word should be said here about the handling of blueprint paper. Although it is a sensitized paper, it does not require the dark-room care that photographic paper does. Cool, medium-lighted surroundings are sufficient to insure it against premature exposure while working with it. A dark drawer with ample room for it to lie flat makes a good blueprint paper storeroom if it is to be kept any length of time before use.

News Notes and Comments

November Front Cover

1. Home Economics Club, East High School, Nashville, Tennessee, at work preparing clothing for the American Red Cross.
2. Annual Initiation Ceremony of the Junior Civitan Club, East High School, Nashville, Tennessee.

President Asks Schools and Colleges To Develop Civilian Morale

Schools and colleges throughout the United States are urged to cooperate in a nationwide program of public discussion to develop civilian morale as part of the National Defense Program. President Roosevelt, in a letter to Federal Security Administrator Paul V. McNutt, asks the U. S. Office of Education to help educational institutions and school systems in promoting democratic discussion.

To Sponsor Girls Play Day

The Bucklin, Kansas High School Girls' Athletic Association held its fifth annual invitation play day, Saturday, October 11. No interscholastic competitive events were held but each town was represented on every team. The day's events included volley ball, tennis, folk games, shuffleboard, archery, and soft ball. The several schools presented stunts for the afternoon program. The theme for the day, "The Animal Fair," was used in making up the various teams and in decorating for the banquet in the evening.

Athletic Field Being Built For Army's 91st Division

WPA workers are building an athletic field, with bleachers to seat 10,000 persons, for the soldiers at Fort Lewis (Washington). The greensward will have a football field, surrounded by a quarter-mile track, and two baseball diamonds. Lieutenant Colonel John W. Crissy, Morale and Recreation Officer, said plans are being made for co-operation between the Army and Civilian Defense Councils of nearby cities to bring boxing, wrestling, football, baseball, and softball teams to the fort for exhibition games.

Bishop Edwin Holt Hughes was the principal speaker at the special Dad's convocation held in Gray Chapel at Ohio Wesleyan University, Delaware, Ohio, on October 5. Bishop Hughes spoke on "Make Your Own Creed." He warned young people against

investing a fractional part of themselves in things religious—then expecting to receive benefits on a par with those investing their all. Approximately 1700 people jammed the newly-reconditioned chapel to hear Bishop Hughes speak.

The Wisconsin Interscholastic Athletic Association Bulletin of October consists of 76 pages of material bearing on the activities of that association.

A Christmas Playlet in Two Acts

Football and Powder Puffs, by Anna Manley Galt. Here is a 15-minute play that uses 4 boys and 5 girls, can be produced in a few days, and fits any program at Christmas time. Its plot is interesting. Its lines are clever. Its effect is good. Send 50c for a set of 10 copies. Order from School Activities, 1515 Lane St., Topeka, Kansas.

March of Time Radio Program Returns

March of Time is back on the air. The program that brought a sensationally new type of news reporting to radio ten years ago returned to the airwaves over 111 stations of the NBC-Blue Network Thursday, October 9, at 8:00 p.m., EST (Repeat broadcast to the Pacific Coast at 8:00 p.m., PST). The series, which has been off the air for two years, is sponsored by Time, Inc., publishers of Time Magazine.

Basketball Rules Changes

There are not many changes in the basketball rules for 1941-42, but the few changes that have been made are important. Following is a list of the major modifications:

Rule 2-1 and 2: The new fan-shaped backboard is the only official one. The larger rectangular boards are still legal, but it is recommended that the official board be installed as soon as possible.

Rule 4-1, Note 2: To encourage standardization, it is recommended that molded basketballs be used exclusively.

Rule 5-3: A substitution may be made any time the ball is dead, including the interval between the scoring of a field goal and putting the ball into play from out of bounds.

Rules 8-5, 13-6 and 13-7: These sections have been modified to clarify procedure when a foul by one team is followed, before time is in, by another foul by the same team or by an opponent. 13-6 now specifies that if a personal foul is followed, before time is in,

by a technical foul by the same team, the throw for the technical foul is attempted last and offended team retains ball at side of court following the last free throw.

Rule 10-1: This section on Out-of-Bounds has been amplified and includes some of the provisions formerly in 7-2. Also a new note makes clear how to use the three-foot restraining line when space out of bounds is limited.

Rule 14-11: The three-seconds lane restriction applies only to that part of the lane between the free throw line and the end line. A player may be anywhere in the outer half of the circle for any length of time, regardless of whether or not he or his team is in possession or control of the ball. The free-throw line is part of the restricted area. Also when a player is in possession of the ball when a violation is called, he must pass the ball to the nearer official.

Rule 15-2: This section lists several acts which are considered "unsportsmanlike conduct."

Rule 15-11, Penalty (c): This has been rewritten to specify the number of free throws when several fouls are committed at approximately the same time.

Double Foul: The definition of a double foul has been changed slightly. It is a double foul only when players of opposing teams foul each other simultaneously. Under this definition it is not a double foul when A1 fouls B1 and at some other spot on the floor B2 fouls A2. Neither is it a double foul if a foul by A1 is followed by a foul by B1 during the period while the ball is dead. In both the latter cases each of the fouls carries its own number of free throws but the ball is tossed at center following the last free throw. In the case of fouls occurring by both teams at approximately the same time, the order in which the free throws are attempted should be determined by the location of the ball at the time the fouls were called. The ball should be taken to the nearer free throw line.

Comments and Supplement: These have been brought up to date. Recommended lighting standards are listed as a minimum of 12 foot-candle power at four feet above the floor and an optimum of 18 or more. The dimensions of the standard type backboard are shown on page 34, and recommended standards for attaching baskets to backboard are mentioned.

Awards for 1941 Play Production Festivals and Contests

THE NATIONAL THESPIAN DRAMATIC HONOR SOCIETY FOR HIGH SCHOOLS will award attractive *CERTIFICATES OF EXCELLENCE IN DRAMATICS* to all high schools and academies that receive highest honors (winners of FIRST, SECOND, and

THIRD places, or classification of SUPERIOR) in the 1941 Inter-State, State, and Regional Play Production Festivals and Contests. Only Regional Festivals and Contests which are not part of a State or Inter-State Tournament will be recognized.

In addition, THE NATIONAL THESPIAN SOCIETY will present to each school so recognized a year's complimentary subscription for THE HIGH SCHOOL THESPIAN, beginning with the April, 1941, issue, and an autographed copy of Ernest Bavely's *YEAR-BOOK OF DRAMA FESTIVALS AND CONTESTS*.

Schools entitled to these awards are requested to write THE NATIONAL THESPIAN SOCIETY, College Hill Station, Cincinnati, Ohio, giving full particulars, including date of festival or contest, name of sponsoring organization, and honors received.

Southern Conference on Audio-Visual Education

Teaching aids found in such modern devices as the sound film and radio will be the principal topic at the Southern Conference on Audio-Visual Education, which will meet at the Ansley Hotel in Atlanta on Thursday, Friday and Saturday, November 13-15.

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Questions from the Floor

BY THE EDITOR

● *Should the student who fails in three out of four subjects be allowed to engage in extracurricular activities?*—Edna Earl Beddingfield, Sanford, North Carolina.

This frequently-raised and very practical and pertinent question cannot be answered in the same way for all students and all settings, although, of course, some sort of general policy is desirable.

Obviously, the student's first responsibility is for his curricular work, because he cannot be promoted or graduated on the basis of his record in activities. And, just as obviously, if the student does not carry his work successfully, he will soon become discouraged, his morale will weaken, and, if he is old enough, he will drop out—completely "lost" as far as the school is concerned.

On the other hand, in addition to the usually-quoted causes of academic failure—"lack of mental ability" and "indifference" and "laziness," there are other reasons. The student may be ill—mentally, physically, socially, morally; he may be in no shape for school work because of necessary out-of-school employment; and his home's attitude towards education may be downright detrimental. And, of course, it is entirely possible that he devotes so much time to his extracurricular activities that he has too little time for his curricular.

It is easy to appreciate that "indifference" and "laziness" may be but the symptoms of other more basic influences. In short, the job of the teacher is to locate the real causes behind such failures and attack the solution of the individual problem from that point.

We are not implying that all problems of failure can be solved. Some never will be. There are failures in business, war, the professions, in mechanical contrivances, etc., and we teachers are certainly optimistic if we expect no failures in education. However, just as certainly, an individual analysis and appropriate measures should help to reduce these failures.

Now back to the question. First, we should not allow such a student to participate in inter-scholastic or public-presentation events. We don't allow him to represent his school in football, and it is just as reasonable that we should not allow him to represent it in debate, music, dramatics, exhibits, or any other type of public presentation.

However, we see no reason, usually, at least, for forbidding him to participate in intra-scholastic activities. Such prohibition would surely drive him out of school all the

faster. Too, it might be that he is only temporarily "down" and that with a bit of student and teacher encouragement, support and pressure, he may soon be back "up."

Further, if he is undoubtedly headed for "out" of school, then opportunities for anything in which he is interested should be provided him. He will get something from such experiences.

All this means that the final answer to this question depends on the student himself, and just what is done will depend on this question—"What is best for him?"

● *Please explain what is meant by "auditorium teacher."*—Nell Edmonds, Miami, Florida.

Comparatively recently there has come into the upper grades and junior and senior high schools an "auditorium director," "director of auditorium activities," or "director of assemblies," whose job is to arrange schedule, promote, publicize, evaluate, and in other ways develop this phase of the eca program. Naturally, he works in close co-operation with all teachers, departments, and groups in the school, not only in helping to provide program material but also necessary equipment, scenery, etc. Usually, this director receives credit on his teaching load for these assembly responsibilities; in large schools he may even be a full-time director of auditorium activities.

The "auditorium teacher" of the middle and lower grades (usually) is of two types, the first of which is quite similar to the "director of assemblies" discussed above.

The second type—the one usually indicated by the title—is the teacher whose job is instructing pupils in the auditorium setting. She may, or may not be, in addition, the "director of assemblies." In the auditorium, gymnasium, or other large-room setting she instructs in simple dramatics, pageantry, music, speaking and other types of public presentation, using these and motion pictures, slides, radio, victrola, and other devices. Audience courtesy is frequently included—respectful listening or watching, entering, leaving, talking, applauding, etc. The stage provides an excellent and natural setting for playlets and acted-out stories and lessons in safety, courtesy, thrift, citizenship, formal meetings, etc. Some of this material, when worked out, may be presented later in school assemblies—but this is not the main purpose of the device.

This position of auditorium teacher has developed very rapidly during the past few

years, principally because of the influence of the "activity school" idea.

● *When is the most effective time of giving awards, at the time of the winning of the award or at a special day set aside for such recognition?*—O. W. Matzke, Wausau, Wisconsin.

Probably there is no one, and only one, answer to this question. In some types of activities, notably music, debate, forensics, and similar competitions, the awards are often made immediately following the judging. This arrangement may have the value of climaxing the event nicely (for the winners), but the audience is usually limited—not all students and teachers are present. And with certain types of activities, such as athletics, such a procedure is not at all advisable.

Generally speaking, we should favor a special recognition or achievement day. And this is the trend in schools. Such an occasion finds all of the school present, and in addition, interested parents and townsfolk. Attention is centered on all types of achievement—curricular and extra-curricular—and hence the event is interesting to all present because of its completeness and variety, and the "mass attack" gives added importance to these achievements. Incidentally, we believe that a banquet or other affair to which only students being recognized are invited is entirely unjustifiable.

Such an occasion not only honors the awardees but it also provides a natural opportunity for a public reviewing of their records, the adding of special commendatory personal items, etc. Further, in the case of such an award as general school citizenship, it provides opportunity to set forth the standards upon which the award is made—and this should be immensely profitable to the school as a whole.

● *How should freshmen be "initiated?"*—J. J. Scott, Tampa, Kansas.

The other day we passed a high school during the noon recess period. About the building and grounds were boys with rolled-up pants and lipstick smeared faces. Some wore parts of girls' attire; some carried dolls in their arms. Several girls were somewhat similarly besmeared and made up. The occasion was "freshmen initiation."

Is such an "initiation" beneficial to school and students? We believe not. We can see nothing whatever that it might add to morale or interest in education. It wrecks the school for that particular day—if limited to one day, and for longer than a day if it is unlimited. The average freshman may not resent it (perhaps he looks forward to next

year when he can be "initiator" and go his tormentors one better), but the average parent probably does resent it—and his good will is far more important than any little "fun" that may grow out of such rowdyish horseplay. Of course, such initiations are "supervised" because they are on school property, held during school hours, and limited to one day. But they are cheap and they contribute nothing.

Here's a fine project for the student council—gradually building up a feeling against such procedures and substituting something really worth-while for them. Many schools have replaced this worn-out foolishness with a sensible and dignified program or schedule of events through which the new students are made acquainted with the school—its traditions, history, achievements, interesting persons and items—are officially welcomed into the school by student officers, and charged with the responsibility of perpetuating the finer things in the school. Usually this schedule includes a luncheon, dinner, party, social hour, or other wholesome occasion.

One of these events is worth at least a million of the hazing types.

● *Shall the newspaper be produced by a curricular class in newspaper writing?*—Olivia Ann Alexander, Moulton, Alabama.

Generally speaking, yes. Journalism—and any type of school newspaper, written, told, blackboard, mimeographed or printed, representing journalism—is a specialized field of writing. A newspaper is *not*, as some uninitiated teachers of English appear to believe, a collection of essays, stories, poems, jokes, personals, and miscellaneous whatnots.

Further, the purpose of the newspaper is *not* to develop budding writers—this is an incidental value of it—but to give the subscriber and reader something worth the money and time he invests in it.

A glance into a book, or at a course, in journalism should immediately convince anyone that successful newspaper production, even in a small way, is an undertaking that requires sincere interest and considerable specialized ability.

If there is a class in journalism, it can very easily be made responsible for the publication. It becomes the newspaper office; its members, the staff. Experience thus is natural, vital, and real, and artificial motivation is unnecessary. Even if there is no formal class, the staff should be required to make just as serious a study of publication as if there were. Hence, in any case, there really is a course in journalism.

Should the interests and abilities of staff members of previous years who are not now

in the journalism class be capitalized? Certainly. How? By allowing them suitable responsibilities properly coordinated with the interests and abilities of the beginners.

Often these former class members can meet with the group when actual production and make-up are being considered; they can contribute material and suggestions; they can "head" departments in occasional class meetings; and they can meet their respective groups in out-of-class settings. Although the class becomes the main center for the development of the newspaper, yet supplementary meetings and contacts may also be desirable.

● *How can a schedule for home rooms be successfully worked out where an insufficient number of rooms are available for use? Could an alternate plan be used or should the home room period be universal throughout the school?*—Mrs. Kathryn W. Howard, Harrisonburg, Virginia.

The home room grew out of the report room, which naturally was scheduled for the first period of the session; hence all home rooms were similarly scheduled. Further, scheduling all home rooms for the same period is comparatively easy—you just divide the various classes into groups, depending on the number of rooms and teachers available. The "mass attack" idea on home room program problems, and the possibility of exchange of programs and visitation of other rooms while in session, are recently suggested arguments for the universal single period.

Probably, ease of scheduling represents the most important reason for this practice. If home rooms are staggered, that is, if they come at different hours of the day, or on different days, then each student represents a scheduling problem; he requires individual scheduling so that his home room does not conflict with his regular courses.

However, there is much to be said for staggered scheduling of home rooms, and, in fact, as suggested in the above question, frequently it is absolutely necessary. This is true especially if the school organization includes a "study hall." In such instances there is almost certain to be an insufficient number of rooms to accommodate all students at the same time—and crowding them all into available rooms represents poor educational foresight.

Many and many a school staggers the home rooms by classes—the freshmen meeting one period or one day, the sophomores, another, etc. Further, many schools stagger even the home rooms of classes, especially in cases where one sponsor is responsible for more than one home room of a particular grade level.

I Am an American—A Pageant (Continued from page 100)

For this is America and we and you are a part of America.
And we are proud.

With no break immediately following the last word at a signal from the orchestra leader, the school rises to join in a salute to the flag. Each speaker steps back a few paces from his flag and salutes while the audience salutes the central flag. All join in the National Anthem.

If a democracy can offer opportunity, instruction, and discipline to personalities—wherever they may arise—who are competent to rise to positions of rank and responsibility, that democracy will have produced an aristocracy to serve it and carry it on to new strength.—Nicholas Murray Butler.

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How We Do It

C. E. ERICKSON, *Department Editor*

Students Hold Second Annual Roman Banquet

SISTER ANN PATRICE, *Latin Instructor*
Immaculata High School, Leavenworth, Kans.

Latin Classes of the Immaculata High School, Leavenworth, Kansas, gave their second annual Roman Banquet on April 21, the 2,694th birthday of Rome. The affair was held in the school gymnasium, which was appropriately decorated as a Roman peristylum. Girls and boys, garlanded with wreaths of flowers and bedecked with heavy jewelry, wore the stola and palla of the Roman women and tunic and toga of the men. The twenty-seven Latin IV students were served at three tables, while they reclined on couches according to the old Latin custom. The guests represented the characters in Virgil's Aeneid.

After the guests had reclined, the Latin I students, acting as slaves, removed the sandals of those feasting; then washed their hands. This was followed by Augustus' invoking Jupiter. The feast was served in the three Roman courses, the *gusta*, the *cena*, and the *secunda cena*. Between the last two courses an offering was made by Augustus to the household and state gods. According to the Roman custom the guests brought their own napkins and limited the use of silverware to spoons.

During the feast, the Latin II students entertained with a fashion review, showing the dress of the different classes of Roman people. The following personages were represented: The Herald, Roman Matron and Slave Girl, The Roman Fop, Roman Maiden (carried in a litter by four slaves), The Emperor, Consul and Eight Lictors, Vestal Virgin, School Children, Roman Bride and Bridegroom.

A gladiatorial combat was staged by two boys, and The Dance of the Graces was performed by three girls accompanied by music from the lyres.

The Engineering Club

HAROLD A. TAYLOR
Carl Schurz High School, Chicago, Illinois

The Engineering Club of Carl Schurz High School, Chicago, under the efficient and capable sponsorship of Mr. W. F. Willard has set a most significant record for this particular type of organization throughout the United States. Since the club's first meeting on October 7, 1930, to date, there have been 152 lectures and 58 field trips to industrial

plants which, though an enviable record in itself constitutes just a small part of the total activities. More than 100 technical and scientific books have been contributed to the school library, and more than 50 exhibits of commercial products have been received, some of which are on display. About a dozen technical magazines are regularly received from universities and industrial concerns. The club edits and publishes its own six-to-eight page paper known as "The Engineer," filled with information on technical subjects as well as club news.

As an active and individual part of the club activities, each member is urged to make a scrap book covering some hobby, or phase of industry, and in recognition for superior work of this sort, prizes are awarded. The use of the slide rule is encouraged as the "yardstick" of the engineer and instruction is given in its use. Inter-club debates are held to promote fellowship and fraternity among other clubs, and the use of good English is fostered by requiring occasional themes covering lectures or tours.

Among the requirements for membership is a scholastic average of "G" or better, and only two absences per semester are allowed. The club is open to juniors and seniors only, with a maximum of 50 in enrollment.

The total program covers eleven points, namely: (1) programs, movies, talks, lectures, and demonstrations; (2) technical and commercial exhibits; (3) vocational tours; (4) scrap books—(hobbies); (5) descriptive themes of trips (English); (6) books and magazines (library); (7) Schurz Engineer (monthly club paper); (8) debates (inter-club); (9) public relations (correspondence); (10) scholarship requirements; (1) counsel and advice. Trends and purposes of this organization along these various lines are found in the club's files, which contain typewritten minutes and financial records including the constitution dating back to the time of the first meeting. All are available for inspection at any time.

The meetings are held weekly, on Thursday afternoons. Parliamentary procedure prevails under Robert's Rules of Order. With the assistance of delegated committees and the officers, the sponsor arranges for lectures and tours.

The club sponsor acts as counsellor and adviser to members who find it difficult to integrate their present and future plans. Here again one of the real purposes and functions of the club is maintained and, it may be add-

ed, is taken advantage of in a liberal manner. Personnel and adjustment work constitute an important part of the Engineering Club's program of activities. Vocations and avocations are of parallel importance. The cultivation of the hobby habit often leads to a successful vocation. It is especially significant in this connection that at all reception centers, where men for Uncle Sam's services are classified, each man is handed a record card which includes "what are your hobbies?"

Perhaps an outline of one semester's activity would be interesting and suggestive:

PROGRAM

Speakers: Fred Williams: *Slide Rule*—K & E Co.

Captain Duncan: *Aviation*—Aeronautical University

Doris Plapp: *Birds*—Lane High School

Mr. Linden: *Concrete*—Schurz H. S.

Elmer Szantay: *Plastics*—Sinka Mfg. Co.

Pictures: *Making and Shaping Steel*

Winter Sports

Crane Co. Valves

General Electric Chemistry

Trips: 1. Illinois Central Terminal R.R. to Hazel Crest

2. Waukesha Diesel Co. and Brookhill Farm (with moving pictures taken by Mr. Hill.)

3. Chanute Field, Rantoul, Illinois

Debates with Americanism Club:

Resolved: That woman's place is in the home. Nov. 7

Resolved: That history has more potential influence than mathematics. Jan. 9

The club as a whole made a scrap book covering its activities during the ten years of existence and presented it to Mr. Bauersfeld, Principal. Thursday, Dec. 5, 1940.

Purchased a master slide rule. Offers free instruction to all members

Received an exhibit—Archer-Daniels-Midland—24 bottles Soy Beans

Received many magazines and booklets on Engineering subjects

Published five monthly issues of *Schurz Engineer*

Received box tenite plastic products—Sinko Mfg. Co.

Some of the best tests of extra-curricular values lie in student reactions after leaving high school. Correspondence and "leaves" home from college always bring a renewal of friendly greetings dear to the heart of every teacher. These are ties too eloquent for words. They are the springboard of a successful outlook on life. They are among life's most cherished compensations. Such reactions formulate a yardstick by which C. S. E. C. can be measured.

The following are significant quotations

from the farewell remarks of two graduating presidents: "We have a fixed policy to stimulate interest in vocational and technical education. Problems beset every student upon leaving high school. Our standard has been to point out the way in several fields to those who are more or less bewildered. We should not fail to lose sight of these facts. Each one of the 11 points offers an opening for anyone to take part. If you have any desire to do otherwise you should not affiliate with this club."—*Joseph Tauber*, '40.

"The sponsor is the sparkplug that makes C. S. E. C. a going organization. He is right in the middle of every activity in this club. His system of tackling a job, doing it well, and getting pleasure while doing it, plus satisfaction when it is done, is a formula worth using. Every time the officers or debaters get together at his home, they not only accomplish something but have a good time as well."—*John Pakan*, '41.

Armistice Day Program Over Public Address System

JAMES IRWIN, *Instructor in English and Radio Mackenzie High School, Detroit, Michigan*

On November 11, 1940, the students of Mackenzie High School, Detroit, presented a program unique in the history of the school, and, we believe, in the history of many schools. It was a program celebrating the twenty-second anniversary of the signing of the Armistice of the First World War, and its message was presented by the use of three media only; namely, light, sound effects, and narration.

Briefly, the program was presented with two narrators on stage, who in a radio style on the order of the "March of Time" program narrated the events leading up to the signing of the last armistice, the events that have happened in two years to bring about the second World War, and ended up with the hope that there might be eventual peace on earth, among men, good will.

During the program many of the events of which the narrators spoke were dramatized backstage and heard by the audience, approximately 1800 eleventh and twelfth graders, through the auditorium's public address system. The narrators, themselves, stood behind two rostrums on the sides of the stage. They were spotlighted and spoke over microphones to help carry out the idea of a combined radio-stage presentation. In addition to the drama and the narration, various sound effects—the sound of battle, wind howling, etc.—were played backstage on the auditorium turntable and heard, but not seen, by the audience sitting in a semi-darkened auditorium. The program was distinctly different

from any ever attempted in our new million dollar auditorium, which was only a year old. It was the only program making use of radio techniques exclusively presented in any school in Detroit on Armistice Day.

The idea for such a program arose in the student body itself, or more explicitly, in a committee of four students who were appointed by our auditorium director. These students, plus various others, form permanent standing committees who meet by themselves and draw up ideas for auditorium programs celebrating important national holidays. After deciding that they would like to present a radio type presentation for Armistice Day, they reported to the director their ideas, and she, in turn, contacted the radio instructor, and we all met backstage for two or three afternoons and planned the program. The students presented their ideas, and one student wrote down our final solutions. Inasmuch as I have done professional radio work on Radio Station WMBC, Detroit, previous to my teaching appointment, the students asked me to give a professional touch to the script.

After the script was written, it was submitted to the student committee, who again offered suggestions. After these were incorporated, copies of the script were made in the school typewriting classes. The script was then ready to be cast, and selections were made from my two radio classes, again subject to the student committee's final approval. Rehearsals were held, at which a student advisor attended and offered suggestions about the reading of lines.

After the script was rehearsed, it was necessary to obtain certain sound effects. These were obtained from local radio stations and the Wayne University Speech Department, Radio Division. The records in turn were supplemented by other sounds which were cut on the school recorder in the machine shops by a student technician.

Finally, the whole show was ready for its final rehearsals, and my two radio classes came to the auditorium and were asked to act as critical judges and to offer suggestions. This they cooperatively did, and at their suggestion one of the narrators was changed from a girl to a boy. Their final approval was given to the program, and it was then ready to be put on for the entire school.

The morning record pupils, all 11th and 12th grade pupils, 1800 in number, were invited to attend. The program was given with student announcers, actors, sound effects men, and chairman. After the program was over, student reaction was sought by the committee, who contacted certain widely chosen home-room groups and asked their reaction to such a novel type of program. The response was gratifying and more programs of a similar nature are under construction.

Fairbury High School Observes Education Week

A. L. BIEHM, *Principal, Fairbury High School, Fairbury, Nebraska*

Education Week will long be remembered by students, faculty, and friends of Fairbury High School. Members of the faculty were asked to volunteer to serve on a committee to make the plans for the week. This committee, in conjunction with the Ministerial Association of the city, made plans to start the week with appropriate sermons. The announced themes at the various churches were as follows: "Endowments For Successful Living," "Spiritual Foundations," "Enriching the Spiritual Life," and "Building Together the Christian Community." Pupils were urged to attend the church of their choice. The high school Tri-Y assisted in this phase of the program, by having girls of that organization appear before the home room groups and urge church attendance. The school paper and the morning bulletin made like requests, as did the local newspapers.

Thirty-two per cent of the pupils attended church services as a result of this campaign. This does not include Sunday School attendance. Only 26 per cent of the high school students are usually in attendance at the regular church services in this community.

The plans for Monday were worked out in conjunction with the committee on Americanism. Since Monday was Armistice Day, the committee had arranged for the student body to participate in the Armistice celebration on the public square. However, inclement weather made it necessary to cancel the outside activities. The student body observed the eleven o'clock hour by standing in silent prayer in the various class rooms where they happened to be at that hour. A veteran of the Spanish American War addressed the student body at an afternoon convocation.

Wednesday was a full day. In the afternoon a pageant was presented to the student body. It involved the participation of one hundred students mainly from the music and dramatics departments. The pageant was preceded by the convocation ritual. This includes the presentation of the national flag and the school colors, the flag salute and the school creed, plus the poem "I Am An American." Individual creed cards were presented to each pupil of the high school. These were made possible by the board of education. The card bore our high school creed and a picture of the main entrance to our high school building.

The pageant was written and directed by Robert L. Pullen, a member of the committee which planned the education week activities. Beautiful and impressive tableaux, accompanied by songs and words, were introduced by the narrator, a high school student. Among

the impressive tableaux were: THE CHURCH, THE HOME, GOING TO SCHOOL, EDUCATION FOR SELF REALIZATION, EDUCATION FOR HUMAN RELATIONSHIP, EDUCATION FOR ECONOMIC EFFICIENCY, EDUCATION FOR CIVIC RESPONSIBILITY, GRADUATION.

In the evening the pageant was presented to the public. The student council mailed invitations to many organizations in the community. Individual invitations were mailed by the principal to all parents of the high school students. Included with the invitation was the schedule of each person's son or daughter. The schedule showed the classes that the student attends daily, together with the room number, and the row and seat occupied by the individual. This schedule was to direct the parents as they went through the entire day's schedule of their children. All classes were held as usual, except that they were cut to eight minutes each, and the pupils places were occupied by parents. During the class periods the teachers explained what they were attempting to do for the boys and girls who normally were in the seats occupied by the parents. No students were in the building after the pageant, except the student council members, who served as guides for parents who found it difficult to find their way around. An opportunity was afforded for parents and teachers to become acquainted. Teachers were given a chance to seek cooperation from the parents, and in many instances misunderstandings were clarified. Only favorable reports have been voiced about the experience. Several members of the faculty feared that they would have too much time on their hands. When the experiment was evaluated these same members reported a shortage of time.

More than five hundred persons attended the pageant Wednesday evening. Of this number about half stayed and attended the classes. This number was extremely gratifying, considering the condition of the roads and the weather conditions.

On Thursday an attractive eight page edition of the school paper, "The X-Ray" was given without cost to every member of the high school. This was made possible by a subsidy from the board of education. This issue contained a picture of each member of the high school faculty, accompanied by a short comment on his, or her, department. The article was either written by the teacher or was the result of an interview by a member of the senior English class. This publicity was followed the next week by pictures of the pageant in the local paper.

The benefits of the week's activities will be many and far-reaching. It was a cooperative enterprise which included many groups and individuals. Everyone who contributed

time or talent feels well repaid because of its success. Finally, the parents and teachers were brought to realize more than ever before that their interests and problems are mutual.

Slacks Versus Slicks—A Play

(Continued from page 102)

two-inch card-sized ads to sell, I'll try to sell a dozen myself. But first, if you'll excuse me, I'm going down to have a little private interview with the shine boy and that friendly barber. And I'll stop at Suzanne's drug store on my way back (*he looks ruefully at his dirty paws*) and invest in a good big cake of soap! (*leaves*)

CAROLYN: I'll take the other dozen small ads, Tom. I've still got a lot to learn about how to meet business people and make them believe in me.

FRED: One thing, Carolyn, I've already learned today about business people. (*He gives a sorry gesture toward his soiled leather jacket and slacks.*) Most of them seem to prefer slicks like you and Stuart, to slacks like me!

(*Curtain—or leave the stage, papers, books, portfolios, etc., under their arms.*)

"The activities common to most folks, the kind that have a universal appeal, the ones that build up a life in a community and stimulate pride in the countryside are athletics and games, fairs and exhibits, music, social pastimes, addresses, discussions, plays, festivals, and pageants. These five activities are characteristic of both the country and the city. . . . All of them are means of an outward expression of an inward feeling."—*Alfred G. Arvold*

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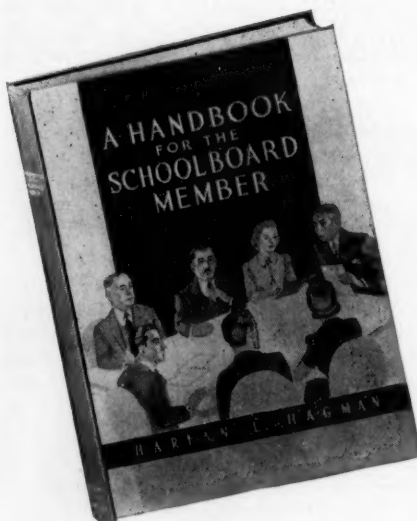
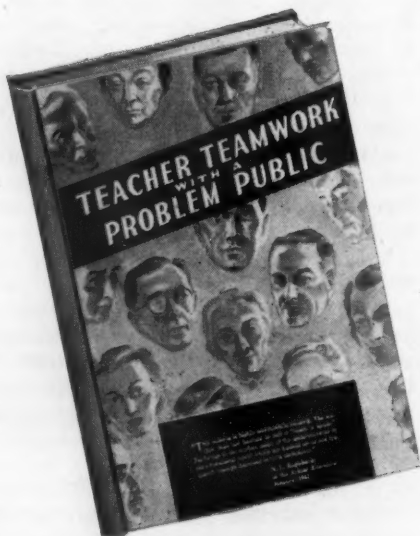
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Something to Do

PLAY GET-ACQUAINTED BINGO

ELAINE JOHNSON, *Broken Bow, Nebraska*

Supply the party guests with cards, or sheets of paper, lined both ways to show twenty-five squares, after the style of "Bingo" cards. Instruct the guests to ask one another to autograph the cards until each one's card bears twenty-five names in the twenty-five squares. Let the master of ceremonies point out individuals here and there and ask them to stand and introduce themselves. Ask each guest to check the name of each person thus introduced, until someone has checked a complete line of five squares—either vertically, horizontally, or diagonally—and shouts "Bingo." Award a prize to the winner.

GIVE PUBLIC INTELLIGENCE TEST

E. A. VARTEN, *Duluth, Minnesota*

Announce by bulletin board and newspaper a group intelligence test open to everyone. Provide a sufficient number of copies of some standard group intelligence test. Make a nominal charge, if you like. Administer the giving of the test carefully, taking every precaution against interruptions and misunderstandings. Mark the papers, tabulate the results, and announce the winners. Use the meaning of "intelligence tests" as a basis of a school newspaper article and publish the story of your giving this test. Of course, mention only the names of winners.

PREPARE PLAY CAST AND DIRECTOR BY PANEL DISCUSSION

MARY M. BAIR, *Lawrence, Kansas*

Prepare both the director and the cast for the contest or festival play by a "panel discussion" between one who plays the part of a critic judge and those who pose as director and actors. Show that the choice of a play may be wrong, not because of its quality, but because it is nearly, if not completely, foreign to the actors' backgrounds, and therefore outside their capacity to understand, appreciate, and interpret.

Have the director explain the value of proper casting. Use students to demonstrate the importance of the physical, vocal, emotional, and intellectual make up as related to the role in which each student is cast. Have the judge explain the high ranking given the student who placed for "the best individual performance"—thus showing the audience the value of voice, diction, pantomime, audi-

bility, teamwork, memory, and stage presence. Direct the discussion between critic judge and director so as to bring out the importance of such matters as: selection of play, staging, lighting and sound effects, costuming, make-up, building, tempo, and timing of entrances and exits. See to it that every phase of directing and producing the contest or festival play is brought into the discussion. And be sure that all criticisms of the critic judge are constructive in every way.

CELEBRATE THE ANNIVERSARIES OF YOUR OWN SCHOOL

N. VARE NORREN, *Hot Springs, Arkansas*

Follow the general idea and plans by which national and state anniversaries are carried on. Study the history and traditions of your school and community. Plan assembly programs, community and school exhibits, plays, and pageants of local interest. List the celebration opportunities open to you over a long period of time. Schedule the possibilities several years in advance. Give extra vigor and freshness to your school activities by slanting some of them toward dates of particular meaning to the people of your school and community.

SET SCHOOL STYLES

EDNA VON BERGE, *Kiser High School
Dayton, Ohio*

Welcome new students at a party at which you set the styles for school in clothes, manners, and customs. Hold a fashion show, using boys and girls to model appropriate classroom, party, picnic, football, and formal clothes. Set the styles as to schoolroom, party, cafeteria, hall, and assembly manners by presenting skits which contrast the right and the wrong. Let students make introductory talks preceding both the skits and the fashion show.

DRAMATIZE A SUCCESS STORY

DOROTHY WILLIAMS, *Norton, Kansas*

With the belief of the late Marshall Field that, to be a success, there are twelve things which a man should remember at all times, as a basis, work out a success story as a playlet. Write it in the form of a comedy, farce, drama, or comedy drama. Build the story around two main characters, with a supporting cast as large, or as small, as you desire. Let the lead be the "success man." Let the

other main character be the man who, because he did not at all times remember the twelve cardinal principles of success, failed to "make the grade."

If you like, show the second character as the "other self" of the lead, or as the boy who started with equal, if not better, opportunities than the first but failed to improve those opportunities. By all means, do not moralize. Make your contrast clear-cut, but always with a bit of humor in either, or both, of the situations which you have chosen to contrast. As you cast the playlet, visualize the potential cast, and both the lines and the situations will suggest themselves. Throughout the dramatization, bring out Marshall Field's principles: The Value of Work, the Worth of Character, the Obligation of Duty, the Success of Perseverance, the Pleasure of Working, the Virtue of Patience, the Improvement of Talent, the Influence of Example, the Power of Kindness, the Dignity of Simplicity, the Joy of Originating, and the Wisdom of Economy.

PLAN A CLUB ROOM

Edna von Berge, Kiser School, Dayton, Ohio

Use a vacant room or other available space for a club or meeting room. Give it a cozy,

informal, hospitable atmosphere by inviting the school clubs, classes or other organizations to finance the necessary furniture and accessories. Get the art and home economics classes busy making murals, painting attic stored furniture, making up studio couch covers and drapes of monks cloth or gay figured chintzes, hanging ivies from the walls, and sewing rag rugs for the floors. Add some floor lamps, bookcases or magazine racks, a victrola or even piano. Use these same furnishings when necessary for stage properties, dances, or parties.

The percentage of high school graduates continuing their education has risen somewhat from the low point of 25.1 reached in 1933, according to the U. S. Office of Education, but is still far below the percentages registered in 1921 of 46.2 and in 1929 of 44.3. To a considerable extent this drop, especially in 1933, may be explained by economic inability to continue in school. A more fundamental and abiding reason for the drop as well as the failure of the rebound to carry further than it has is, probably, to be found in the fact that with ever mounting enrolments a growing proportion of pupils regard the high school as the terminal educational institution they will attend.—*The Education Digest.*



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● **RIFLE MARKSMANSHIP**, by William L. Stephens. Published by A. S. Barnes & Company, 1941. 88 pages.

Here is a book for everyone who wants to know how to shoot and who wants to become an expert marksman. World events of the day have brought out the importance of the knowledge of how to use a rifle. This author has designed a book to meet that growing need. His clear discussion of the technique of rifle marksmanship will appeal to rifle clubs and individuals who want a convenient, complete, and authoritative guide at a popular price. This book is a new addition to the Barnes Dollar Sports Library.

● **WORKING FOR DEMOCRACY**, by Lyman Bryson and Kerry Smith. Published by the Macmillan Company, 1941. 425 pages.

This is the final book of the Macmillan Democracy Series. Like the other books of this series, it employs a narrative style and presents actual experiences as experiments in democratic living. Its frequent use of the expression, "What Others Like You Have Done," shows that it presents facts and ideas, then allows young people to draw their own con-

clusions. It is so designed as to awaken in its readers a desire to help in maintaining the democracy which we have and in building a still better American way of life. This is a timely book with a use fundamental to the education of youth in our public schools.

● **GROUP ACTIVITIES IN COLLEGE AND SECONDARY SCHOOL**, by Ruth Strang. Published by Harper and Brothers, 1941. 361 pages.

This book presents what literature and research offer on the origin, growth, and dynamics of extra-curricular group activities in the educational process. It describes the nature of student groups, the knowledge, attitudes, and skills to which an adequate group program should contribute, and the ways and means of attaining desired educational results and by-products. It is a new counseling tool for faculty members responsible for sponsoring student activities and initiating extra-curricular programs. It will find a place in every college and secondary school.

● **GUIDING CHILD DEVELOPMENT IN THE ELEMENTARY SCHOOL**, by Freeman Glenn Macomber. Published by the American Book Company, 1941. 335 pages.

Here is a book that serves a dual purpose. First, it describes the teaching and learning processes in a manner understandable to prospective teachers of elementary schools and junior high schools. Second, it gives experienced teachers an understanding of the newer practice in elementary school teaching. The educational philosophy expressed here shows the effect of the author's wide experience as a student and teacher and as an instructor in normal school and university. The book may be regarded as a complete textbook in elementary school teaching, a modern contribution to education.

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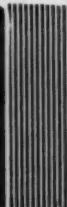
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of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for October 1, 1941

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared T. H. Reed, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Topeka, Kansas.

Business Manager: T. H. Reed, Topeka, Kansas.

2. That the owner is: School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Illinois; C. R. Van Nice, Topeka, Kansas; R. G. Gross, Wichita, Kansas; T. H. Reed, Topeka, Kansas; Nelson Ives, Topeka, Kansas; Earl Ives, Topeka, Kansas; A. D. Robb, Topeka, Kansas; Harold E. Gibson, Jacksonville, Illinois; D. R. Taggart, Topeka, Kansas; Helen Green, Topeka, Kansas; W. N. Viola, Pontiac, Michigan; Ray Hanson, Macomb, Illinois; L. Odessa Davidson, Topeka, Kansas; Elizabeth M. Gross, Wichita, Kansas; G. W. Alkin, Barclay, Kansas; Robert Ringdahl, Minneapolis, Minnesota.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holders appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stocks, bonds, or other securities than as so stated by him.

T. H. Reed,

(Signature of Business Manager)

Sworn to and subscribed before me this first day of October, 1941.

MARY V. SULLIVAN.

(Seal)

(My commission expires December 13, 1943)

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Comedy Cues

UNNECESSARY BAGGAGE

Self-Denying Father: "Son, can't you cut down on your college expenses? You know they are almost ruining the family."

Self-Indulgent Son: "Well, I might possibly do without any books."

"Pass to the blackboard," called the teacher. Willie was day dreaming and did not hear. "Board, Willie," the teacher repeated. "Yes, very," replied the startled student.

DOUBLING UP

A teacher of music in a public school was trying to impress upon her pupils the meaning of *f* and *ff* in a song that they were about to learn. After explaining the first sign, she said:

"Now, children, if *f* means forte, what does *ff* mean?"

"Eighty," shouted one enthusiastic pupil.

FILIAL CONSIDERATION

Father: Did I hear the clock strike three when you came home last night?

Junior: Yes, dad, it was going to strike 11, but I stopped it so it wouldn't wake you up.

ALARMING

"Why do you wear such loud socks?"

"Oh, I just hate to have my feet going to sleep in class."—*Texas Outlook*

Index to Advertisers:

Abingdon-Cokesbury Press.....	4th cover
Debate Coaches Bureau.....	119
Delong Subscription Agency.....	128
DeMoulin Bros. & Co.....	106 & 127
Gennett Records.....	119
Harper Standard Engraving Co.....	126
Inor Publishing Co.....	2nd cover
Richard M. Johnson Company.....	123
McGraw-Hill Book Company.....	116
National Academic Cap & Gown Co.....	123
National Council of Teachers of English...	112
Pilgrim Play Company.....	127
Progressive Teacher.....	3rd cover
School Activities Publishing Co.....	84
Universal School of Handicrafts.....	112